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ABSTRACT

This course for grade 8 contains 122 lessons designed to teach United States History, including analysis of democracy and society as well as awareness of the citizen role. The guide provides a basic focus of instruction and also presents a range of teaching techniques, materials, and activities which teachers can utilize according to student needs and interests. A statement of general objectives for the course identifies the understandings, attitudes, appreciations, habits, and skills to be accomplished. Content is divided into 10 units of study which parallel chronclogical periods in the nation's development. Each unit is introduced by a statement of content followed by definition of unit objectives and relevant questions. Individual lesson plans are organized into three areas: References, Content Stresses, and Student Activities. Included at the end of the unit is an evaluation instrument, such as a written achievement test, map skills test, or criteria for oral reports and individual projects. Audio-visual aids for each unit are also listed. A bibliography of course materials includes LAND OF THE FREE: A HISTORY OF THE UNITED STATES by Caughey and Franklin and THE AMERICAN NEGRO by Clemons, Hollitz and Gardner. (JSB)

ED048068

COURSE OF STUDY
UNITED STATES HISTORY, MIDDLE SCHOOL

SP 000 770

THE BOARD OF PUBLIC EDUCATION

Pittsburgh, Pennsylvania

ED048068

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COURSE OF STUDY

UNITED STATES HISTORY, MIDDLE SCHOOL

DEPARTMENT OF CURRICULUM AND INSTRUCTION

THE BOARD OF PUBLIC EDUCATION

Louis J. Kishkunas, Superintendent

PITTSBURGH, PENNSYLVANIA

October 1969

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PREFACE

This publication is a part of the evolving design for teaching and learning that the professional staff of the Pittsburgh Public Schools is creating.

The curriculum is the central skeleton upon which the teacher builds the planning for learning. It gives constancy and structure to the educational process, never inhibiting or containing the freedom of the teacher, but rather encouraging him to teach creatively and innovatively within its framework.

Curriculum development in a good school system never stops. As our society changes, and as our body of academic knowledge changes, and as our knowledge of the learning behavior of children changes, so must curriculum respond. It is in this spirit that this document has been thoughtfully and conscientiously developed by our colleagues, for the good of all children and teachers in Pittsburgh. It represents the legal authority of the people through the Board of Education, in declaring what children should learn, and it represents the best judgment of our faculty in declaring the processes through which these ends are achieved.

But no curriculum guide, no matter how close to perfection it may aspire, is of any value until it is wholly possessed by all the teachers who come within its scope. Accordingly, I commend this guide to all teachers concerned, and ask that you make it a product of your own individual commitment, and contribute to its continued improvement over the years.

Superintendent of Schools

TABLE OF CONTENTS

Page

Foreword i

General Objectives iv

Overview vi

Course Materials ix

Unit I. Europeans Colonize the Americas, 1450-1763 1

Unit II. The Thirteen English Colonies Win Independence, 1763-1783 11

Unit III. America Becomes a Nation, 1783-1823 24

Unit IV. Concern for Human Rights Increases; Yet Slavery Expands, 1823-1860 39

Unit V. Technology, Business Enterprise, Westward Expansion, and Internal Improvements Spur Economic Growth, 1787-1860 . . 47

Unit VI. Slavery Splits the Nation; Reconstruction Fails the Negro, 1860-1877 55

Unit VII. The Economy and Democracy Grow, 1865-1917 66

Unit VIII. The Nation Takes a Part in World Affairs and Is Confronted with Domestic Problems, 1865-1930 79

Unit IX. The Nation Suffers Depression and War, 1930-1945 89

Unit X. Americans Deal with Economic Growth, the War on Poverty, Civil Rights and World Problems, 1946-Present 102

FOREWORD

A central duty of the public schools in the United States in our time is to make citizens informed, critical, and responsible. Citizens must be informed about the fundamental assumptions, values, and issues in American society and national policy. Their approach must be critical, not only of the policies and acts of officeholders but even more of the evidence on which their own judgments are based. They must be responsible for acting within a framework of law and order, for respecting the rights of others, and for taking part in community action. The public schools help to prepare future citizens.

A sampling of assumptions on which American society and national policy are based might be:

- That men are born free, that it is the duty of government to protect their persons, their freedom of speech and initiative, their right to full opportunity, from persons, from groups, and from government itself.
- That men are not by birth or circumstances fixed in social classes, but are free to strive to learn more and to earn more.
- That government furthers business enterprise, but at the same time regulates it.
- That government acts for the social betterment of citizens.
- That government officials are democratically elected or appointed.

A sampling of values on which American society and national policy are based might be:

- The virtue of hard work.
- The necessity for citizens to assume individual responsibility.
- The indispensability of individual initiative for progress.

A sampling of issues on which American society and national policy are based might be:

- How much and how fast shall the federal government act to end poverty?
- To what extent should the government provide for the aged and handicapped?
- How much and how fast shall the federal government act to end racial discrimination?

- How and to what extent shall the United States act beyond its borders to protect free nations from the spread of Communism?

- To what extent shall the United States initiate and foster regional agreements, according to the terms of the United Nations Charter, for collective security, as NATO and OAS?

- To what extent, by what means, and how rapidly shall the United States act to solve the world problem arising from the fact that population outruns the food supply?

- How much and how rapidly shall the United States act to promote economic growth in the so-called developing nations?

Teachers are urged to consider the narrative and the analytical United States history which they teach in the eighth-grade survey course against a background of their own critical thinking about assumptions, values, and issues. In other words, one must teach what happened. But one teaches what happened in order that young citizens may ultimately approach an understanding of assumptions, values, and issues, and in order that they may become critical and responsible.

The attention of teachers is called to the following:

- Each Arabic numeral indicates a suggested one day's lesson. Only 122 lessons have actually been developed within the course of study. This leaves ample time for reports, library work, audio-visual presentations, committee work, and evaluation.

- Lessons must of necessity be suited to the needs of the students of each class. Therefore, the lessons that teachers develop can range widely in technique and approach. Nevertheless, though the approach can be limitlessly elastic, teachers will be well advised to build around the carefully identified content stresses which are recommended. Further emphases are possible.

- Specified activities are suggested, not required. It is assumed that teachers will sample them in order to extend the range of their techniques, that they will choose and adapt those activities best suited to their students, and that they will invent a great variety of techniques as they proceed. Additional activities suggested in the text may also be used.

- The teacher should preview the entire unit before beginning to teach it. Some projects will require advanced planning on the part of the teacher and students so it is imperative that the teacher have an overview of the unit, including activities to be used, visuals to be presented, and topics for reports to be assigned.

- Many of the suggested activities aim toward training in good library use and searching techniques. In conjunction with the school librarian, teachers should encourage opportunities for students to use library facilities. Research and library work must be incorporated into each unit. Several lessons in the course are actually library periods which give the student an opportunity to use the most recent sources of information. By using a variety of references the student should begin to form the skills of evaluating sources, comparing data, and reaching conclusions based on a large sampling of current material.

- Students should be given an opportunity to select, organize, and clarify information through the use of outlining, graphs, and charts.
- Teachers cannot give too much care to reinforcing the skills of reading comprehension, clear and forceful writing, effective speaking, and accurate interpretation of maps, graphs, and charts.
- Current events should by all means be included in the study of United States history. Some teachers may prefer to allot a few minutes each day; others may prefer to assign half a period a week to the study of current events. Though early history is important, young persons identify best with the present.
- The evaluation at the end of each unit purports to test if the unit's objectives have been realized. More items are included than some teachers may want to use, and adaptations are possible. The evaluation is so constructed that test grids can be used by the student.

GENERAL OBJECTIVES

UNDERSTANDINGS

- To develop an overall knowledge of the historical development of the United States from its colonial beginnings to the present time.

- To recognize the influence of leading figures and significant events as they affected the development of America's history. This is meant to include those personalities representative of various minority groups.

- To know that the American democratic government is the product of ideas held by some individuals of the past, but it has developed distinctive characteristics of its own. Students should learn the main features of American government; e.g., a written constitution, an elected representative government, federalism, and separation of governmental powers.

- To understand that the United States is a pluralistic society and that its people have come from a variety of cultures and hereditary backgrounds, all of which have contributed to the development of the American civilization.

- To know that the growing American economy is characterized by the freedom to work, save, and invest, but that all of these have been influenced by the activities of the various economic institutions and the government as well.

- To be aware of the influence of the geographic environment upon the development of the industries, customs, and beliefs of the American people.

ATTITUDES AND APPRECIATIONS

- Dedication to a democratic society with strong appreciation for its privileges.

- Acceptance of the right of others to have values and customs that differ from one's own.

- Acceptance of the responsibility for the consequences of one's own behavior.

- Appreciation of the effect of freedom in many areas (political, social, religious, and economic) on the growth of American culture.

- Appreciation by the students that they are the beneficiaries of the work and sacrifices of previous generations.

- Acceptance of the urgent need for participation in attempting to solve the pressing problems of the times.

- Acceptance of the historical truth that clear-cut solutions to problems are rare.

- Continuation of interest in current affairs both domestic and worldwide.

HABITS AND SKILLS

- To locate and identify various sources of information; e.g., books, dictionaries, newspapers, magazines, pamphlets, etc.

- To critically evaluate information and to distinguish fact from opinion and interpretation.

- To reach solutions to issues on the basis of objective evidence rather than subjective values.

- To extend the skills necessary to use geographic, graphic, and tabular materials effectively.

- To anticipate the consequences of one's actions in matters such as courtesy, honesty, dependability, perseverance, self-discipline, and other character traits in the context of social expectation.

- To communicate ideas orally in the context of citizenship activity.

- To live and work effectively with others.

OVERVIEW

Units	*Focal Points*	*Lessons*
I	Europeans Colonize the Americas, 1450-1763 Discovery, Exploration, Colonization Development of Society, Economy, Government The Role of Minorities The French and Indian War Early Pittsburgh	11
II	The Thirteen English Colonies Win Independence, 1763-1783 The American Revolution: Causes, Nature, Results	10
III	America Becomes a Nation, 1783-1823 The Articles of Confederation Democratic Foundations of the Constitution Structure and Functions of the Federal Government The Bill of Rights, Safeguard of the Right to Dissent, and the Liberties of the Individual and Minorities Elastic Clause Used to Strengthen Government The Age of Jefferson Rise and Growth of Political Parties Relation of Government to the Economy International Problems: Conflict with Great Britain and France The Monroe Doctrine	17
IV	Concern for Human Rights Increases; Yet Slavery Expands, 1823-1860 Influence of the Frontier The Age of Jackson Sectional Issues The Free Negro in the North and the South Antislavery and Other Reform Movements Social Reforms	8
V	Technology, Business Enterprise, Westward Expansion, and Internal Improvements Spur Economic Growth, 1787-1860 Transportation The Role of the Individual in Economic Growth	10

Units	*Focal Points*	*Lessons*
	The Relationship of Government to Agriculture Immigration War for Texan Independence Expansion: War with Mexico, Compromise with Great Britain, Westward Movement	
VI	Slavery Splits the Nation; Reconstruction Fails the Negro, 1860-1877 The Issue of Slavery The Civil War: Causes, Nature, Results Reconstruction Implications of the Civil War Amendments Post-Civil War Problems of the Negro	13
VII	The Economy and Democracy Grow, 1865-1917 Economic Growth: Agriculture, Mining, Steel, Oil, Electricity, Railroads, Automobiles, Airplanes Labor Organization, Minorities Big Business: Urbanization and Social Problems, Industrialization, Government Regulation Reform Negro Inventors and Businessmen Political, Social, and Economic Rights of Negroes The American Indian	18
VIII	The Nation Takes a Part in World Affairs and Is Confronted with Domestic Problems, 1865-1930 Asian and European Affairs Overseas Expansion Immigration and Migration World War I: Causes, Nature, Results The League of Nations The Twenties: Prosperity and Problems	12
IX	The Nation Suffers Depression and War, 1930-1945 Depression: Causes, Nature, Effects The New Deal World War II: Causes, Nature, Results The United Nations	10
X	Americans Deal with Economic Growth, the War on Poverty, Civil Rights, and World Problems, 1946-Present United States Reaction to Communist Expansion United States Military Power	13

Units	*Focal Points*	*Lessons*
	Scientific Advances	
	The Civil Rights Movement	
	Domestic Problems	
	Pennsylvania: Emphasis on Pittsburgh	

COURSE MATERIALS

Caughey, John W., John Hope Franklin, and Ernest R. May, *Land of the Free: A History of the United States*. New York, Benziger Brothers, Inc., 1966. (Hereafter referred to as *Land of the Free*.) (one per pupil)

Bronz, Stephen H., Glenn W. Moon, and Don C. Cline, *The Challenge of America*. New York, Holt, Rinehart and Winston, Inc., 1968. (five per teacher)

Reich, Jerome R., and Edward L. Biller, *Building the American Nation*. New York, Harcourt, Brace and World, Inc., 1968. (where appropriate, set of forty per classroom)

Katz, William L., editor, *Eyewitness: The Negro in American History*. New York, Pitman Publishing Corporation, 1967. (Hereafter referred to as *Eyewitness*.) (one per teacher)

Bennett, Lerone, Jr., *Before the Mayflower: A History of the Negro in America, 1619-1964*, revised edition. Baltimore, Penguin Books, Inc., 1966. (Hereafter referred to as *Before the Mayflower*.) (one per teacher)

Allen, Jack, *Documents U.S.A.* New York, American Book Company, 1967. (where appropriate, one set per classroom)

The Board of Public Education, *Resource Supplement for United States History, Grade 8*. Pittsburgh, Department of Curriculum and Instruction, 1967. (Hereafter referred to as *Resource Supplement*.) (one per teacher)

Clemons, Lulamae, Hollitz, Erwin, and Gardner, Gordon, *The American Negro*. New York, McGraw-Hill Book Company, 1965. (forty per teacher)

The following material may be used where available:

Developmental Economic Education Program (DEEP), *Economics Readings for Students of Eighth Grade United States History*. Pittsburgh, Pittsburgh Public Schools, 1966. (Hereafter referred to as *Economics Readings*.) (forty per teacher)

Teachers should make maximum use of the library for individual and group research.

VISUAL MATERIALS

American History Transparencies (one set per school)

Civil War
French and Indian War
Early Exploration

x

Territorial Growth of U. S. to 1819
Territorial Growth of U. S. from 1819
Compromise of 1820
Compromise of 1850
Kansas-Nebraska Act and the Dred Scott Decision
Mexican War

Teachers should consult the audio-visual aids catalogs and supplement for suitable movies, filmstrips, transparencies, records, and tapes.

UNIT I. EUROPEANS COLONIZE THE AMERICAS, 1450-1763

This unit deals with the discovery, colonization, and colonial development of America. It offers many challenges about the origins of the United States and also suggests a relevance and a significance for the current problems about man and society. What was the role of the individual in exploration and discovery? Can the students be helped not only to appreciate the American heritage from England but also from other nations, races, and religions? What were the problems facing the early colonists? Were these problems successfully and completely resolved? These are a few of the many challenging questions possible in the first unit. The opportunities for asking questions about the meaning of the information are varied and limited only by the understanding of the students.

OBJECTIVES

- To discuss the cause-and-effect relationships with regard to discovery, exploration, and colonization of the future United States
- To explain what is meant by a pluralistic society and how many cultures and groups have contributed to American civilization
- To describe the role of minorities in the discovery and colonization of America
- To read and interpret maps, graphs, and charts
- To construct graphs and charts
- To discuss the influence of geographic factors on economic and social development

LESSONS

1. EXPLORATION AND DISCOVERY

References

- *Land of the Free,* pages 17-23
- *The Challenge of America,* pages 49-55, 63-67
- *Building the American Nation,* pages 4-18
- *Eyewitness,* pages 7-10
- *Documents U.S.A.,* 1-A:1-3
- *The American Negro,* page 1

Content Stresses

- The human element in historical change: the role of leadership

and intelligence and a grasp of the available knowledge of maps, shipbuilding, and navigation
- Technical advance in navigation

Student Activities

- Construct a chart to indicate specific economic, scientific, and cultural reasons for the discovery of America.
- Begin a time line.
- Trace the route of Columbus' first voyage to the West Indies.
- List in one column the items of geographic knowledge that were available to Columbus. List in a second column items of geographic knowledge that Columbus did not have.

2, 3. PORTUGUESE AND SPANISH EXPLORATIONS

References

- *Land of the Free,* pages 3-31
- *The Challenge of America,* pages 67-74
- *Building the American Nation,* pages 19-20, 30-32, 43-44
- *Eyewitness,* pages 7-9, 17-19
- *Before the Mayflower,* pages 34-35
- *Resource Supplement,* pages 1-4
- *The American Negro,* page 1

Content Stresses

- Spanish motives and achievements
- Spanish contributions to the New World

Student Activities

- On a map, color or otherwise indicate the Spanish Empire.
- Locate and label a few original Spanish settlements that are present-day cities.
- Draw a map showing the Line of Demarcation.
- Use the map to explain the significance of the Line of Demarcation.
- Begin construction of a chart identifying each of the major explorers, the dates of the exploration, the areas they explored, and the name of this area today.
- Continue the time line.

4. THE ENGLISH, FRENCH, AND DUTCH ACHIEVEMENT

References

- *Land of the Free,* pages 31, 53-67
- *The Challenge of America,* pages 76-90
- *Eyewitness,* pages 10-12

Content Stress

- National rivalry: territorial claims based on explorations

Student Activities

- Continue the time line.
- Continue to trace the explorations on the map and chart.
- Locate the important claims and settlements of the English, Dutch, and French.
- Play the role of Marquette, Joliet, and the Indians.
- Play the role of Hudson when he realized that he had not discovered a water route to the East.

5. THE FIRST AMERICANS

References

- *Land of the Free,* pages 34-41
- *The Challenge of America,* pages 36, 38, 40, 43, 45-46, 69-71
- *Building the American Nation,* pages 22-30
- *Before the Mayflower,* page 35

Content Stresses

- The natural and human resources of the Indian
- The appearance of the Indian to the explorers and colonists
- American Indian contributions to the New World and to the Old World

Student Activities

- Collect legends about the various explorers.
- Make a chart classifying the contributions of the American Indian to the Old and New World.
- Discuss how the Indians aided and resisted the explorers and colonists.
- Role play William Penn making a treaty with the Indians.
- List and research Indian names in the Pittsburgh area. (See the Carnegie Library of Pittsburgh *School Bulletin No. 202,* January, 1928, "Indian Names of Pittsburgh Streets.")
- Construct a diorama of an Indian village. Select a committee to explain the structure to the class.

6, 7, 8. INFLUENCE OF GEOGRAPHIC, ECONOMIC, AND CULTURAL FACTORS ON THE GROWTH OF THE ENGLISH COLONIES

References (Northern Colonies)

- *Land of the Free,* pages 57-62
- *The Challenge of America,* pages 98-106
- *Building the American Nation,* pages 54-70
- *Eyewitness,* pages 22-26, 31, 37, 39-43
- *Documents U.S.A.,* 1-B:1-2, 1-B:4, 1-C:4
- *Economics Readings,* pages 3-7

References (Middle Colonies)

- *Land of the Free,* pages 64-68, 74-80

- *The Challenge of America,* pages 107-112
- *Building the American Nation,* pages 78-82
- *Eyewitness,* pages 22-26, 29-31, 35, 38
- *Documents U.S.A.,* 1-C:1-6

References (Southern Colonies)

- *Land of the Free,* pages 53-57
- *The Challenge of America,* pages 93-98, 112-115
- *Building the American Nation,* pages 49-52, 73-76, 90-96
- *Eyewitness,* pages 21, 22, 28, 34, 36
- *The American Negro,* pages 1-2

Content Stresses

- Why people came and settled in the English colonies
- Life in the English colonies

Student Activities

- Compare the reasons for minority migration to America: Scotch, German, and African.
- Explain how settlements in America were actually business ventures.
- Compare the geographic, economic, and cultural factors of the Northern, Middle, and Southern colonies. Construct a chart for each comparing these areas.
- Read sections of *The Knickerbocker History of New York.* Discuss Peter Stuyvesant.
- Role play the trial of Roger Williams.
- List some of the provisions James Oglethorpe developed to regulate the settlement of Georgia.
- Research the role played by the following Negroes: Lucy Terry, Phillis Wheatley, Absolom Jones, James Forten, Lemuel Haynes, Paul Cuffe.
- Outline the plan for the governing of South Carolina.
- Locate the thirteen colonies on a map and indicate the important towns. Separate the Northern, Middle, and Southern colonies.
- Explain Lord Baltimore's plan for establishing Maryland.
- Explain why certain towns grew in size and importance while others diminished in size and importance.
- Role play life in a Quaker community, in a New England shipyard, and in a Southern plantation family.
- Compare the origins of Jamestown and Plymouth. List the differences and use this list for class discussion.

9. NON-ENGLISH SETTLERS

References

- *Land of the Free,* pages 64-67
- *The Challenge of America,* pages 78-83, 137-141
- *Building the American Nation,* pages 34-39
- *Eyewitness,* pages 10-12

Content Stress

- Nationality groups in the colonies (Correct the outmoded stereotype of the "melting pot"; teach instead the current concept that America is a pluralistic society.)

Student Activities

- Locate where the non-English people settled.
- Compare various attitudes held by the settlers toward the Indians.
- Compare the reasons of various nationality groups for settling in America.

10. THE FRENCH AND INDIAN WAR

References

- *Land of the Free,* pages 125-128
- *The Challenge of America,* pages 162-174
- *Building the American Nation,* pages 144-149
- *Eyewitness*, pages 27, 37, 44

Content Stresses

- Conduct of the French and Indian War
- French defeat ends threat to England
- English becomes the dominant language in North America

Student Activities

- Report on the significance of Pittsburgh, 1753-1763; Braddock's Road; Forbes Road; young Washington in western Pennsylvania; Braddock's expedition; the capture of Fort Duquesne; French and Indian relations; British and Indian relations.
- Compare the French and English settlements as to population, location, and structure.
- Appoint a committee to create a transparency locating the fortifications of both the English and French.
- List the factors that enabled the English to defeat the French.
- Draw the uniform worn by the French soldier, the English soldier, and an Indian warrior.

11. PITTSBURGH, 1753-1763

References

- *The Challenge of America,* pages 169-170
- *Building the American Nation,* page 146

Content Stresses

- Influence of location on the growth of the city
- British and French influence on the city

Student Activities

- Draw a map showing Pittsburgh and environs.
- Discuss the geographic location of Pittsburgh. How did this location determine its importance?
- Locate streets named after famous Frenchmen and Englishmen of this period: Forbes, Brady, Dinwiddie, Mt. Washington, Braddock, Duquesne Way. (Refer to articles found in the clip file in the Pennsylvania Room of the Carnegie Library.)
- Visit the Point Museum and the Fort.

EVALUATION

1. The student should list two reasons for the European explorations. Use any two of the following:

    a. A race was on to find an all-water route to the East.
    b. Discovery of precious materials by the Spanish led other nations to seek wealth.
    c. European nations wished to gain a "foothold" in the New World.

2. The student should give three important reasons for the colonization of the Americas. The following reasons may be considered as correct:

    a. European rulers encouraged colonization hoping to gain economic prestige.
    b. Merchants organized companies for financial gain.
    c. Various religious groups sought freedom of worship.
    d. Some nations wished to establish permanent trading centers.

3. Given the following list of events, the student will draw a time line and arrange the events in chronological order:

    a. Columbus makes his first voyage. *(1492)*
    b. Magellan circumnavigates the world. *(1522)*
    c. Cortés explores Mexico. *(1519)*
    d. Pizarro conquers the Incas. *(1535)*
    e. Cartier leads a French expedition along the Saint Lawrence River. *(1534)*
    f. John Cabot explores the northern coast of the New World. *(1497)*
    g. Henry Hudson leads an expedition for the Dutch. *(1609)*

4. Given a map, the student will draw the Line of Demarcation. He should also explain what significance this line played in establishing Portuguese as the official language of Brazil.

5. Given a map on which exploration routes are drawn and numbered, the student will refer to the map and then place the number of the route before the name of the explorer who followed that route. (Use the map on page 9.)

6. Classify the following factors, indicating if they are typical of the Northern, Middle, or Southern colonies. Draw three columns labeling

them Northern Colonies, Middle Colonies, and Southern Colonies. Place each item below in the proper column.

a. Tobacco became a salable crop.
b. Rice and indigo became an important crop.
c. Rocky land and thin soil limited the amount of farming done in this section.
d. Bays and rivers made shipping profitable.
e. Large farms yielded grain by the hundreds of bushels, livestock was raised, and fruit was abundant.
f. Surface deposits of iron ore made the growth of the iron industry possible.
g. Whale hunting became an important trade.
h. Slave labor contributed to the growth of the plantation system.

7. From the list of "Suggestions for Oral or Written Reports," the student should select a subject and present at least one oral or written report. The report should meet with the following standards:

   a. Use of visuals should be encouraged in oral reports.
   b. Information must be accurate.
   c. A variety of sources should be used. At least two sources should be consulted. Sources should be stated.
   d. The vocabulary should be the student's own.
   e. Trivial details should be kept to a minimum.
   f. Oral reports should be limited to three minutes. Time should be allowed for questions.

8. The student should list at least six cultural groups which contributed to the pluralistic society of the United States.

9. Given a map on which geographic locations and routes of explorers are drawn and numbered, the student should place the number of the geographic location or exploration route before the name it matches. (Use the map on page 10.)

10. To gain a respect for America's legacy and to perpetuate traditional values of American life, the student should be provided with ample opportunity to use the library as a source of information for oral and written reports dealing with the men and women who have made the nation great. By using a variety of library materials, the student will be given the experience of searching and finding his own information and arriving at his own conclusions. The information he retrieves should be shared with his fellow students. In this way each student will profit from the discoveries made by his classmates and through discussion learn more about great Americans and the times that produced them. Test items should be prepared to provide the student with an opportunity to demonstrate his understanding of the achievements of important men, some of whom are listed on the following page.

- Prince Henry--His Influence on Exploration
- Columbus
- John Cabot Reports on His Explorations
- Pizarro Discovers the Inca Empire
- Coronado Seeks the Seven Cities of Gold
- Balboa Discovers the "South Sea"
- Nuflio de Olan
- Cabeza de Vaca and Estevanico
- Jean Baptiste Pointe de Sable
- Ponce de Leon and the Fountain of Youth
- Mayflower Compact: A Lesson in Government
- The Battle of Quebec
- The Massachusetts Bay Colony: A Colonial Corporation
- John Smith
- London Company
- William Bradford
- John Winthrop
- Roger Williams
- Lord Baltimore
- Henry Hudson
- Peter Stuyvesant
- William Penn

*SUGGESTED AUDIO-VISUAL AIDS**

Films

William Penn and the Quakers	SM 582.70	11 minutes
English and Dutch Colonization in the New World	SM 582.63	11 minutes
English Influences in the United States	SM 582.47	10 minutes

Filmstrips

Coronado	F 183.13	37 frames
Henry Hudson	F 183.17	43 frames
Jacques Marquette	F 183.1	44 frames
The History of the American Negro	F 182.61	37 frames

Transparencies

French and Indian War	OT 782.3
Dutch and English Explorations	OT 783.2
Early Explorations	OT 783.0
French Explorations	OT 783.3
Spanish Explorations	OT 783.1

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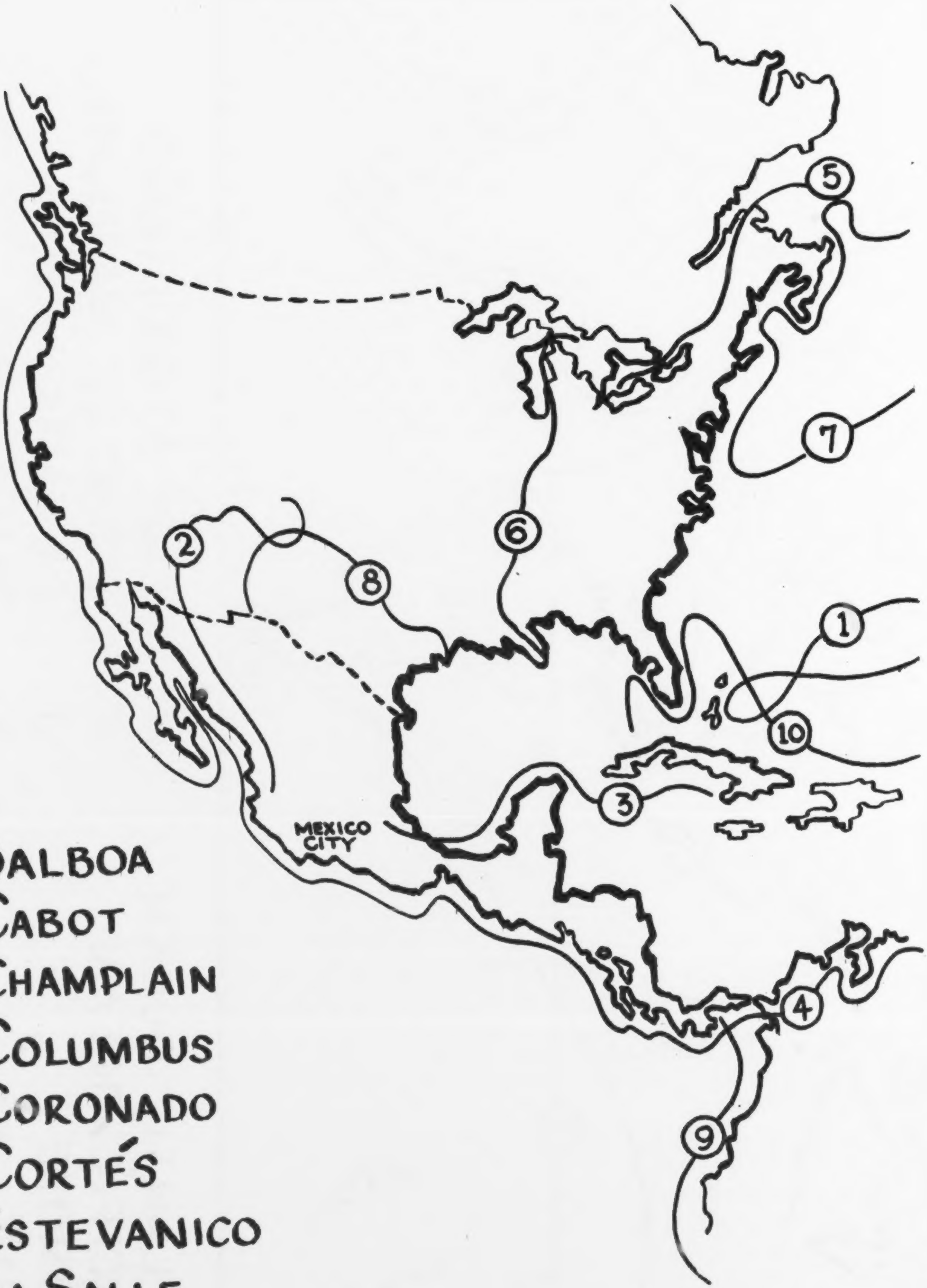
* Consult the audio-visual catalogs and supplement for additional aids.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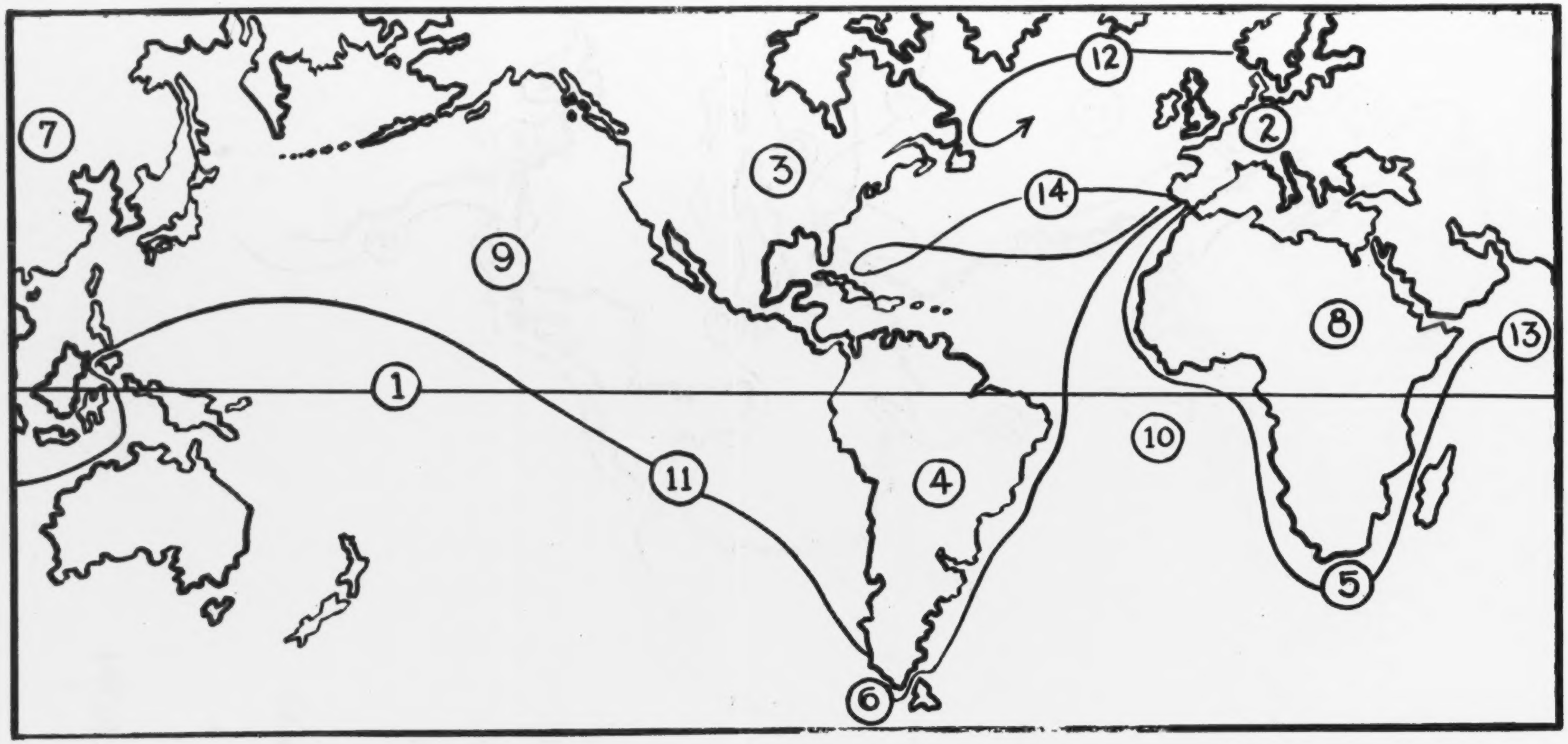
A___BALBOA
B___CABOT
C___CHAMPLAIN
D___COLUMBUS
E___CORONADO
F___CORTÉS
G___ESTEVANICO
H___LA SALLE
I___PIZARRO
J___PONCE DE LEON



A	ATLANTIC OCEAN	H	CAPE OF GOOD HOPE
B	PACIFIC OCEAN	I	STRAIT OF MAGELLAN
C	EUROPE	J	DA GAMA'S ROUTE
D	ASIA	K	MAGELLAN'S ROUTE
E	AFRICA	L	ERICSON'S ROUTE
F	NORTH AMERICA	M	EQUATOR
G	SOUTH AMERICA	N	COLUMBUS' ROUTE

UNIT II. THE THIRTEEN ENGLISH COLONIES WIN INDEPENDENCE, 1763-1783

The Revolutionary period is among the most significant in the study of American history. It offers many questions to ponder, many problems to work at, and many conflicts to interpret. Was the Revolution a break from the past or was it a confirmation of what had already taken place? Was it largely influenced by British tradition or the new environment? Here is an excellent opportunity for students to observe the many-sided role of leadership and the complex role of decision making. What can be more meaningful for a dynamic approach to American democracy than an interpretive study of the Declaration of Independence? How has this document been used and how will it continue to be used to challenge complacency and to expand the meaning of democracy? An interesting question is suggested by the material in this unit on the treatment of loyalists and all who disagreed with the war. Students can also be introduced to the contradictory nature of military victories. As the Revolution so often demonstrates, sometimes the victor in battle loses in the end and the loser wins.

OBJECTIVES

- To list the consequences of good and bad leadership
- To list the steps of a logical decision-making process
- To realize that the Revolution was an American variation of the British tradition
- To name at least two interpretations that should be given for the causes of the Revolution
- To demonstrate knowledge of map skills

LESSONS

1. CHANGES AFTER THE FRENCH AND INDIAN WAR

References

- *Land of the Free,* pages 128-131
- *The Challenge of America,* pages 171-174
- *Building the American Nation,* pages 147-148
- *Documents U.S.A.,* 2-A:1

Content Stresses

- England becomes the dominant power in North America
- England imposes stronger controls over its colonies

Student Activities

- Find the main points of these three speeches: James Otis, "Speech Against the Writs of Assistance," 1761; Patrick Henry, "Liberty or Death Speech," 1775; and Thomas Paine, "Promotes the Idea of Independence," 1776. (Use *Documents U.S.A.* or any library source available.)
- List and discuss the acts which England imposed on the American colonies (the Navigation Acts, Proclamation of 1763, Stamp Act, Writs of Assistance 1767, Townsend Act, Quartering Act, Intolerable Acts, 1774, Tea Act).
- Discuss the reactions to these acts.

2, 3. THE QUARREL WITH THE MOTHER COUNTRY

References

- *Land of the Free,* pages 132, 136-142
- *The Challenge of America,* pages 191-199
- *Building the American Nation,* pages 164-172
- *Eyewitness,* pages 44-49
- *Before the Mayflower,* pages 48-69
- *Documents U.S.A.,* 2-B:9

Content Stresses

- The nature of the issues between the American colonies and England
- Colonial reaction to the new British policy

Student Activities

- Form two committees to write newspapers, one from the colonists' point of view and another from the British point of view. Encourage the use of cartoons and editorials.
- Study and discuss the picture on page 132 of *Land of the Free.*
- Discuss the action taken by the colonists against the English controls.
- Prepare material for a panel discussion on "The Views of the Tories and Loyalists."
- Evaluate the roles of the following as contributing to the Revolution: the Sons of Liberty, Committees of Correspondence, Boston Massacre, Crispus Attucks, Boston Tea Party.
- Present both the point of view of the colonists and that of the crown in a panel discussion.
- Draw cartoons illustrating the Boston Tea Party, Sons of Liberty, reaction to the Stamp Act.

4. THE CONTROVERSY CONTINUES

References

- *Land of the Free,* pages 132-133

- *The Challenge of America,* pages 191-196
- *Building the American Nation,* pages 169-172
- *Documents U.S.A.,* 2-B:1

Content Stresses

- The purpose, strengths, and weaknesses of the Continental Congresses
- Process of logical decision making

Student Activities

- Role play delegates at the First Continental Congress reaching the decision not to break with the mother country.
- Play the role of Edmund Burke pleading for conciliation with the colonies.
- Using the decision-making process, answer the following question: How can I decide what course of study to follow in high school?

5. THE REVOLUTIONARY WAR BEGINS (LEXINGTON TO TRENTON)

References

- *Land of the Free,* pages 137-141
- *The Challenge of America,* pages 192-199, 203-205
- *Building the American Nation,* pages 176-180
- *Eyewitness,* pages 44-49
- *Before the Mayflower,* pages 48-69
- *The American Negro,* pages 83-86

Content Stresses

- The immediate causes of the Revolutionary War
- The role of the Negro in the Revolutionary War
- The participation of Europeans on the colonial side and on the British side

Student Activities

- Using outline maps, indicate campaigns taking place in upper New York State, Vermont, Massachusetts, eastern Pennsylvania, and New Jersey during the early part of the war.
- Role play Washington taking command of the Continental troops, Baron von Steuben drilling his troops, Nathan Hale dying for his country, Ethan Allen and the infantry, the meeting of Washington and Lafayette, Crispus Attucks' sacrifice.
- Read "Paul Revere's Ride" and "The Concord Hymn."
- Know the following vocabulary: tyrant, intolerable, boycott, petition, protest, appeal, conciliate, rebel, patriot, Whig, Tory, Loyalist.

6, 7. THE DECLARATION OF INDEPENDENCE

References

- *Land of the Free,* pages 141-145
- *The Challenge of America,* pages 197-200, 786-788
- *Building the American Nation,* pages 739-741
- *Before the Mayflower,* pages 49-52

Content Stresses

- Reasons for the Declaration of Independence
- The uniqueness of the philosophy of the Declaration

Student Activities

- Read and discuss the Declaration of Independence.
- Discuss the attitudes the colonists had on the subject of slavery.
- Discuss the section "All men are created equal."
- Compare the Mayflower Compact and the Declaration of Independence.
- Find sections in these documents in which democracy is developed: the Magna Carta, Mayflower Compact, Maryland Toleration Act, Pennsylvania Charter of Religion, Fundamental Orders of Connecticut, English Bill of Rights.

8. THE FINAL STAGES OF THE WAR

References

- *Land of the Free,* pages 145-150
- *The Challenge of America,* pages 205-216
- *Building the American Nation,* pages 182-186
- *Eyewitness,* pages 44-49
- *Before the Mayflower,* pages 48-69

Content Stresses

- The American struggle
- Although the British were not beaten, they could not win
- French help to end the war

Student Activities

- Role play General Burgoyne and Colonel St. Leger planning their campaign.
- On a transparency, trace the battle lines for the encounter at Saratoga.
- Construct a chart indicating the political and military activities during the Revolutionary War.
- Chart the military positions at Yorktown on a map.

9. THE WAR ENDS

References

- *Land of the Free,* pages 149-150
- *The Challenge of America,* page 216
- *Building the American Nation,* pages 188-192
- *Eyewitness,* pages 49-51
- *Before the Mayflower,* pages 68-69

Content Stress

- The United States recognized as a nation

Student Activities

- Study the Treaty of Paris.
- Map the possessions of the United States and the remaining British and Spanish possessions.

10. ORAL REPORTS ON THE MILITARY HISTORY OF THE AMERICAN REVOLUTION

- How did success at Ticonderoga lead to success at Boston?
- Bunker Hill is a study in the mixed and often confused meaning of military victory. How did the British win and yet lose? How did the Americans lose and yet win?
- Why did the Americans change from fighting for their rights as Englishmen to independence?
- How were Loyalists treated?
- Why is the American victory at Saratoga called the "turning point of the war"? (Refer to *The Challenge of America,* page 206.)
- Why has Valley Forge become a legend?
- What is the significance of George Rogers Clark's victory in the West?
- How was Washington's victory at Yorktown a good example of success by cooperating allies?
- Although Washington lost more battles than he won, why was he a great leader for a war like the American Revolution?
- For a more extensive listing of reports, use *Land of the Free,* pages 153-154.

EVALUATION

1. Given the following multiple choice questions, the student should be able to select the best answers:

c An important role of the French and Indian War was that it (a) ended the Indian menace, (b) caused France to cede its claims west of the Mississippi to England, (c) encouraged a spirit of independence in the colonies, (d) lessened England's restrictions on the colonists.

a In the 1760's and 1770's the basic issue dividing the colonies from Great Britain was (a) taxation without representation, (b) governors appointed by the king, (c) duties on imports, (d) stationing of British soldiers in America.

a Which of these great documents relating to the rights of Englishmen came last? (a) Declaration and Resolves of the First Continental Congress, (b) Magna Carta, (c) English Bill of Rights, (d) Petition of Rights.

d The significance of Thomas Paine's *Common Sense* was that it (a) suggested a plan of reconciliation with England, (b) urged the colonists to use a "common sense" approach to their problems with England, (c) argued that the protests of the colonies should be made only to Parliament, (d) urged open revolt against the king.

c Which is *not* a part of the Declaration of Independence? (a) a statement of the rights of the individual, (b) a listing of the grievances against the king, (c) a framework of the type of government desired, (d) a statement of independence for the colonies.

b All of the following were advantages of the British *except* (a) they had the most powerful navy in the world, (b) they were fighting for their homes and families, (c) they could afford to hire mercenaries--the Hessians, (d) they were a great industrial nation.

a Which military event came last? (a) Yorktown, (b) Saratoga, (c) Quebec, (d) Bunker Hill.

c All of the following were major factors in the American victory over the British *except* (a) George Washington's ability to inspire unselfish devotion and confidence, (b) Americans had been accustomed to political and economic freedom for many years, (c) the vast majority of Americans were Protestants, (d) the Americans were trained in the kind of fighting adapted to the New World environment.

c All of the following statements about black participation in the War for Independence are *true except* (a) over 5,000 blacks fought for the patriots' cause, (b) Peter Salem and Salem Poor were two of the heroes in the war, (c) when the Revolution broke out, Washington and the Continental Congress readily accepted black participation, (d) thousands of blacks helped the British cause.

d The names Steuben, Lafayette, and Kosciusko are associated with (a) leadership of Hessian troops quartered in the American colonies, (b) seventeenth century nationalist movements in Western Europe, (c) foreign support for the North in the Civil War, (d) foreign aid to Americans during the American Revolution.

b What proportion of the American colonists is estimated to have wanted a complete break with England before the Declaration of Independence was issued? (a) about 10%, (b) about one-third, (c) about 50%, (d) about two-thirds.

c One of the advantages of the Americans in the Revolutionary War was (a) they had plenty of money to buy arms, (b) they had many munitions plants, (c) they were fighting on familiar ground, (d) they hired Hessians to fight for them.

b The Battle of Saratoga was important because it (a) marked the end of the war, (b) prevented the British from dividing the colonies, (c) strengthened the British, (d) relieved the Americans at Fort Stanwix.

b The Treaty of 1783 gave the United States control of territory as far west as the (a) Appalachian Mountains, (b) Mississippi River, (c) Pacific Ocean, (d) Rocky Mountains.

b The chief factor that makes for sound interpretation of history is the (a) author's patriotism, (b) weight of the evidence, (c) approval of the government, (d) trend of public opinion.

d Which is the latest satisfactory explanation for the American Revolution? (a) differences in points of view, (b) taxation without representation, (c) growing interference with American economic life, (d) Parliament's act to curtail the "rights of Englishmen."

2. Given the following events, the student should be able to write a brief explanation of the significance of the events:

   a. Bunker Hill *(1775)*
   b. Battle of Saratoga *(1777)*
   c. Treaty of Alliance with France *(1778)*
   d. War in the South *(1779-1781)*
   e. Declaration of Independence *(1776)*
   f. Valley Forge *(1777-1778)*
   g. War in the Northwest *(1778)*
   h. Yorktown *(1781)*

3. The student should be able to write a brief explanation of at least one of the following points of view for causes of the American Revolution:

   a. Economic factors as a cause of the Revolution
   b. Social factors as a cause of the Revolution
   c. Political factors as a cause of the Revolution
   d. Psychological factors as a cause of the Revolution

4. The student should be able to point out or locate on a map of the United States the following:

   a. The area acquired by the United States under the Treaty of Paris, 1783

b. The Old Northwest Territory
c. Boston, Saratoga, New York, Valley Forge, Yorktown

Use the map on page 20.

5. Given appropriate maps, the student will answer the following statements. If the statement is *true,* write the symbol + on the line. If the statement is *false,* write the symbol 0 on the line. If the information is *not given,* write the *letter* N on the line. Use the maps on pages 21, 22, and 23. Answers *must be based* on information provided on the maps.

+ In 1750 England had less land than Spain or France.

+ By the Treaty of 1763 England received all land westward to the Mississippi River and Canada.

+ By 1763 France had been forced out of the mainland of North America.

+ Spain held Florida until 1750, lost it to England in 1763, and regained it after the Treaty of Paris of 1783.

N Because France was no longer a neighbor after 1763, the Thirteen Colonies became more independent of the mother country.

0 By the treaty that followed the Revolution, the American colonies won not only their independence but Canada as well.

0 By the Treaty of Paris the United States won complete control of the Mississippi River.

+ By 1783 Spain had more land in the New World than any other nation.

6. Check for student understanding of the contributions of leading personalities by the inclusion of multiple choice or matching test items that are based on reports about leading personalities of this period.

SUGGESTIONS FOR WRITTEN OR ORAL REPORTS

- Benjamin Franklin: Inventor, Writer, and Colonial Leader
- John Hancock and the Continental Congress
- John Adams and Samuel Adams: A Contrast in Philosophies
- George Washington: A Great Leader
- Thomas Paine: Master Propagandist
- John Paul Jones: American Naval Hero
- Nathanael Greene: Defender of the South
- Edmund Burke: America's Friend in Britain
- Valley Forge: America's Darkest Hour
- The Revolutionary War in the South (A transparency indicating movements might be included in this report.)
- William Pitt: His Role in the French and Indian War
- Patrick Henry: "Give Me Liberty or Give Me Death"
- Paul Revere and His Call to Arms
- Crispus Attucks: Martyr for Independence

- Nathan Hale: Patriotism Personified
- James Armistead: His Importance at Yorktown
- Earl Dunmore: His Effect on the War
- Peter Salem: His Role at Bunker Hill
- Salem Poor: His Role in the Revolutionary War
- Europeans Aid the American Cause (Baron von Steuben, Baron de Kalb, Marquis de Lafayette, Count Casimir Pulaski, Thaddeus Kosciusko)

*SUGGESTED AUDIO-VISUAL AIDS**

Films

Pennsylvania	SM3 584.2	30 minutes
Dawn of the American Revolution: A Lexington Family	SM2 582.94	16 minutes

Filmstrips

Development of the Thirteen Colonies	F 182.52	47 frames
Revolution and Independence	F 182.50	45 frames
History of the American Negro	F 182.61	37 frames
Revolutionary War (Folk Songs in American History)	SF 182.56	45 frames

Transparencies

Revolutionary War	OT 782.4
Territorial Growth of U. S. to 1819	OT 782.1

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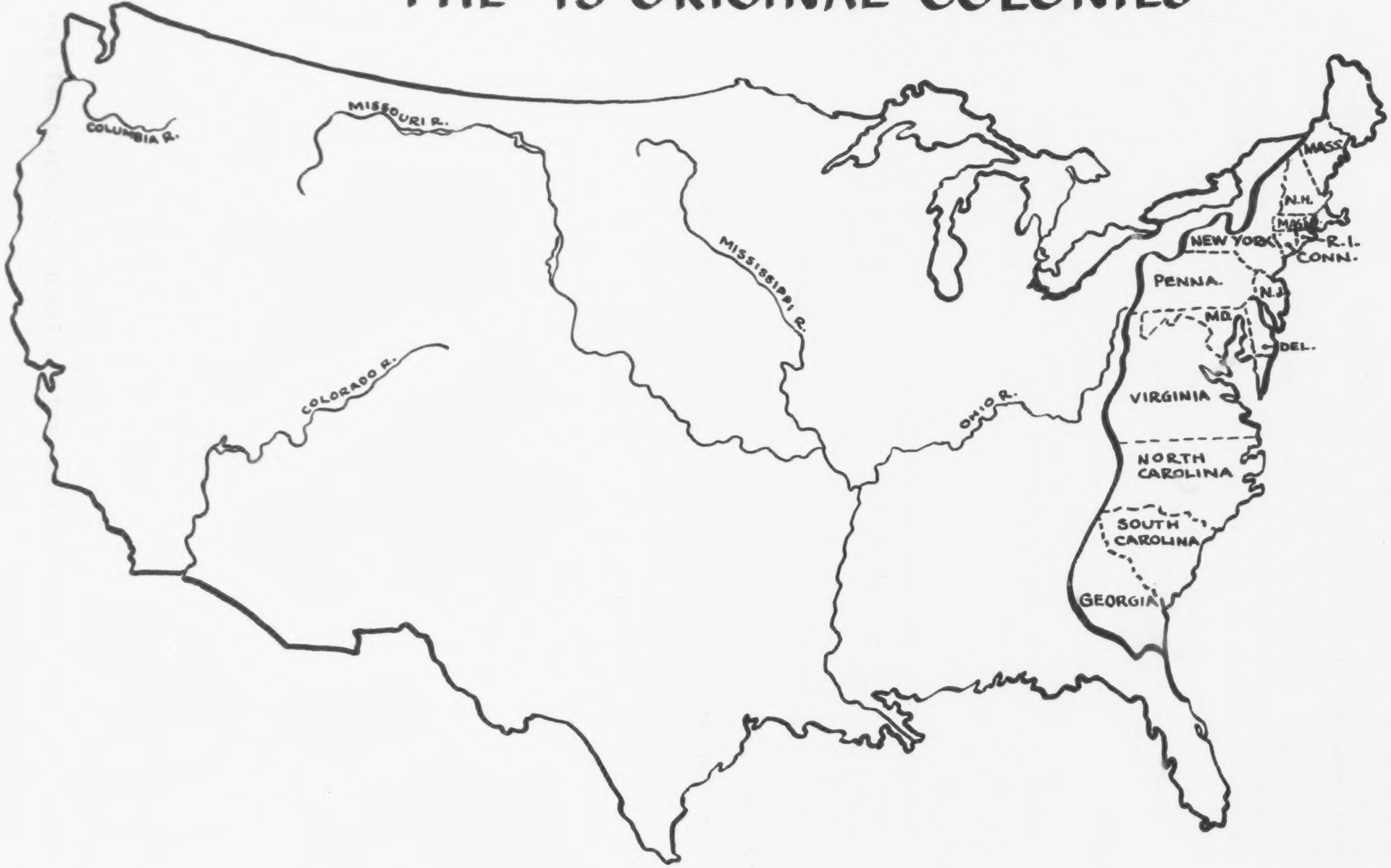
* Consult the audio-visual catalogs and supplement for additional aids.

THE 13 ORIGINAL COLONIES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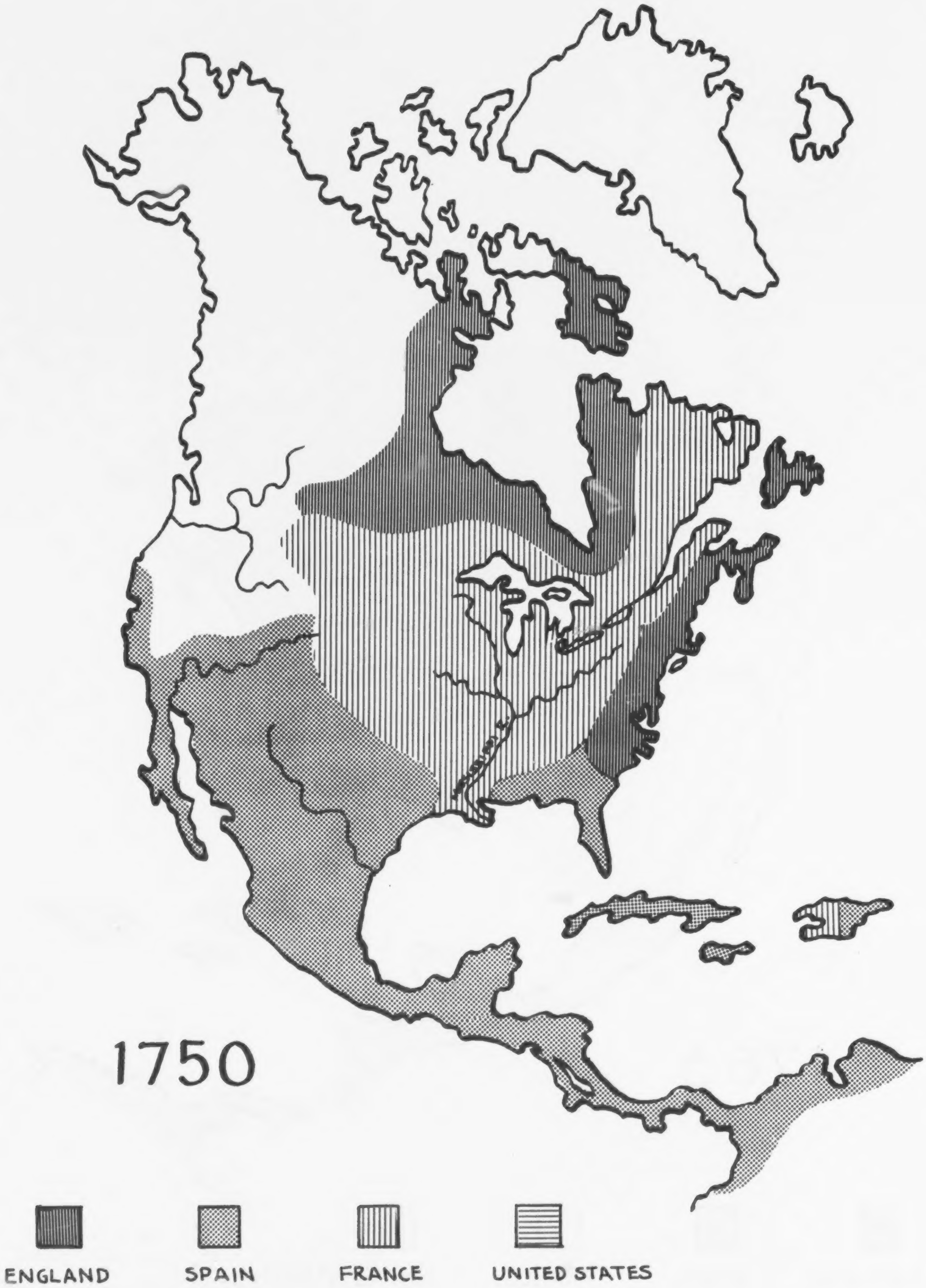
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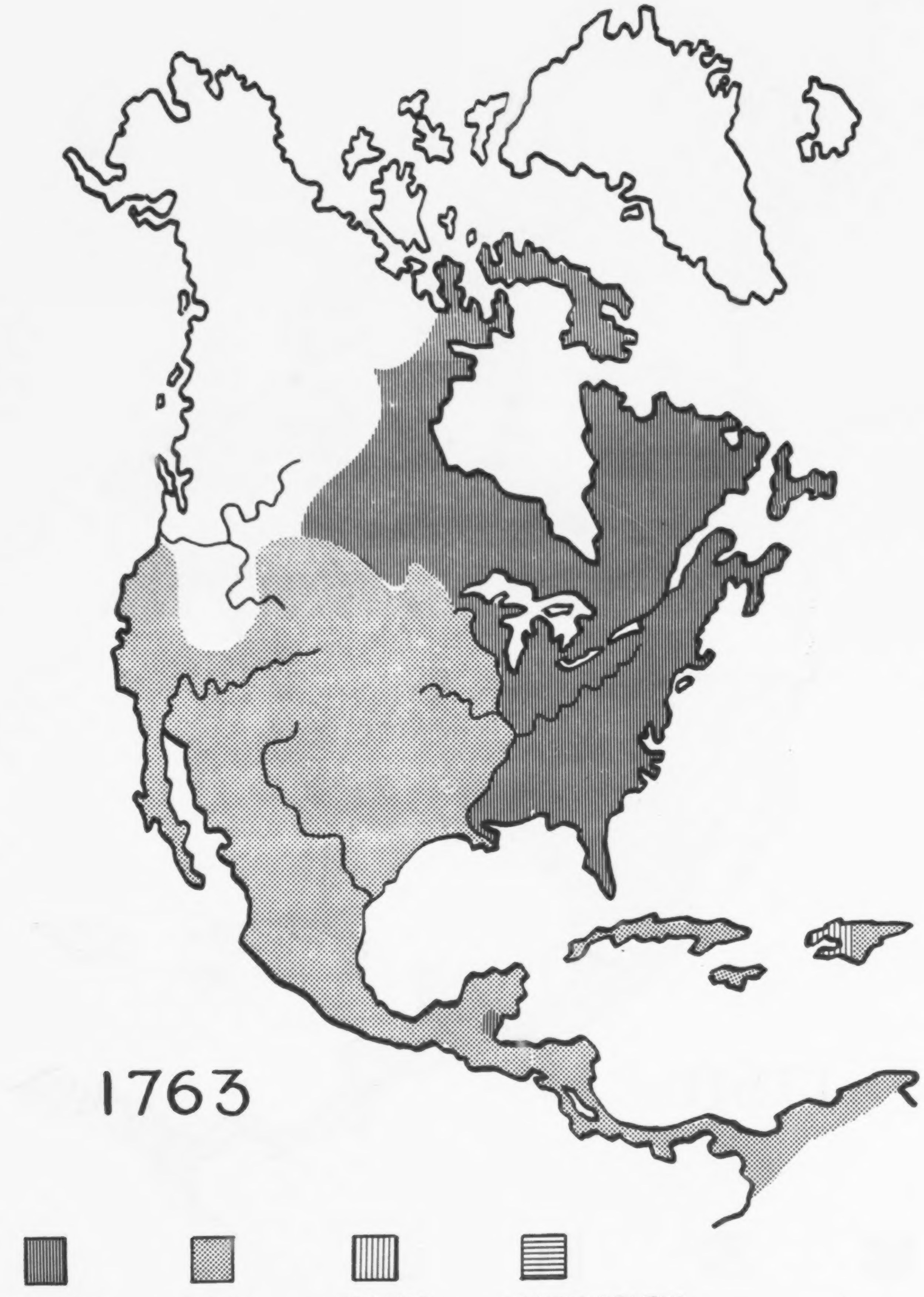
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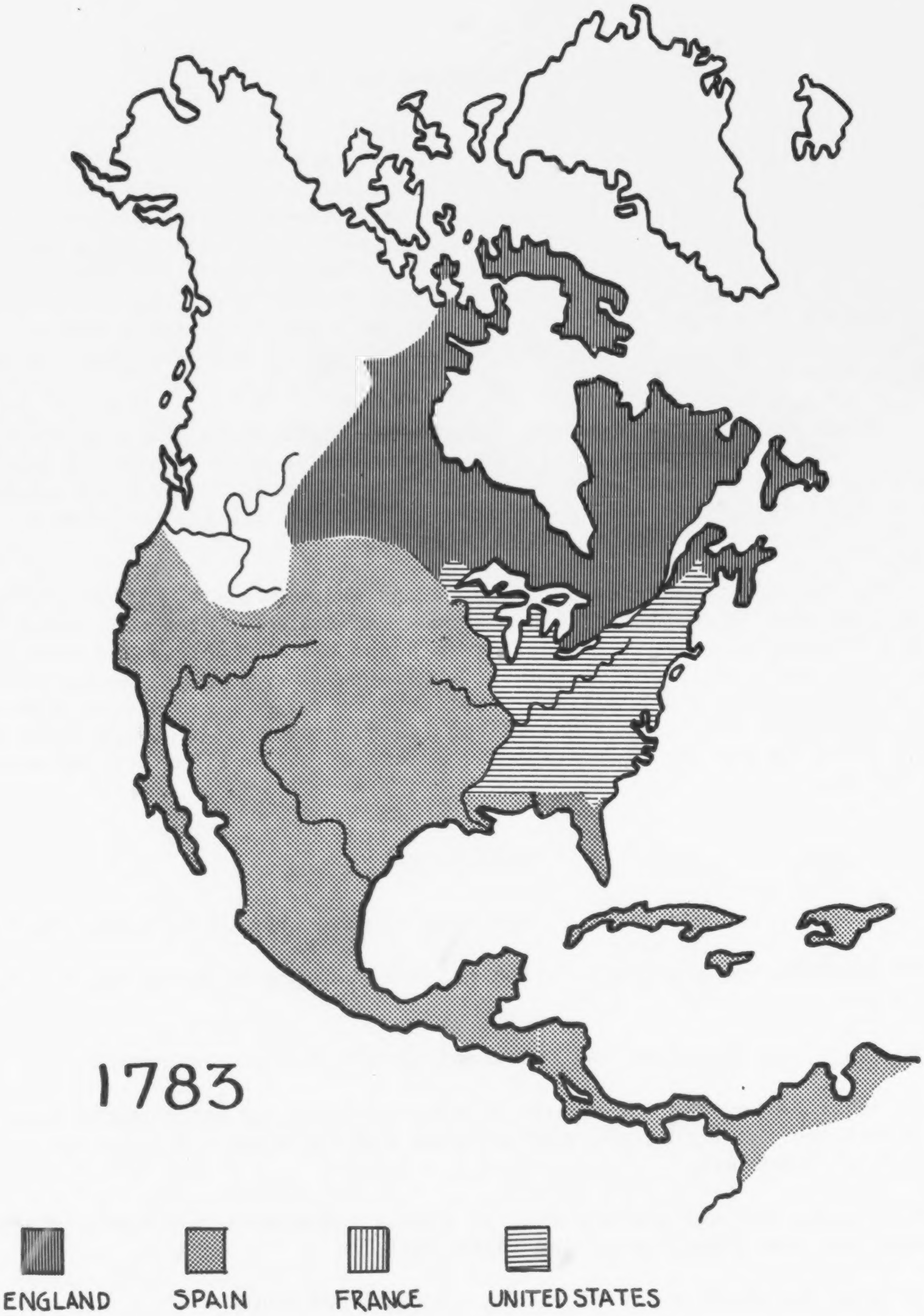
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UNIT III. AMERICA BECOMES A NATION, 1783-1823

This unit examines the beginnings of the United States as a nation. It affords the student the opportunity to study an experiment in self-government, limited government, individualism, guaranteed rights, and unlimited opportunity to seek rewards in the form of private property. The American nation must be understood as a revolutionary development, a social system possessing almost limitless social and spatial mobility. The United States Constitution, uniquely flexible, assures the right to dissent, fosters unity in diversity, and provides safeguards against the possible tyranny of the majority.

Unfortunately, the Founding Fathers failed to solve the problem of slavery and to appreciate the rights of minorities such as slaves, Indians, and women. The new nation, still small in population and weak in resources, faced challenging problems in finances and foreign affairs. It had to create policies and make demanding decisions.

The United States grew politically and geographically, thus serving to strengthen the developing nation. Thomas Jefferson as President sought to draw all Americans together in a common purpose and demonstrated that the constitutional provision for peaceful, democratic change was possible. With the acquisition of the Louisiana Territory the size of the nation grew markedly. With the War of 1812 the United States proved to the world that it would stand up for its rights. A new spirit of nationalism stirred within the nation.

OBJECTIVES

- To discuss the democratic foundations on which the Constitution is built
- To describe how the Constitution met the changing needs of the new republic
- To chart the structure and functions of the federal government
- To describe how the individual states organized new governments based on written constitutions, guaranteeing self-government within the federal framework
- To discuss how and why the Bill of Rights safeguards the right to dissent and the liberties of the individual
- To gain the skill of interpreting original documents
- To apply the tools of economics to understanding American life
- To gain skill in reading and interpreting maps, graphs, and charts

- To describe the influence of minorities on historical events and cultural traditions
- To discuss the fledgling attempts of a new nation in its relations with other countries
- To state the influence of Jefferson on American democracy
- To discuss how the new nation became involved for mainly economic reasons with other nations
- To explain how the territory of the United States was expanded and organized
- To list the reasons for the formulation of the Monroe Doctrine
- To understand that involvement in world affairs makes neutrality difficult and often causes disagreement at home

LESSONS

1. THE ARTICLES OF CONFEDERATION; REPRESENTATION OF STATES

References

- *Land of the Free,* pages 155-159, 237
- *The Challenge of America,* pages 216-217
- *Building the American Nation,* pages 195-198
- *Documents U.S.A.,* 2-C:1, 2-C:7, 2-C:10

Content Stresses

- Accomplishments of the Confederation
- The Ordinance of 1787; struggle for recognition of the new nation
- Why the Articles were inadequate
- How the colonists became organized states and formed a weak federal government

Student Activities

- Locate the boundaries of the Old Northwest Territory.
- Study and interpret the chart on page 158 of *Land of the Free.*
- Find how the Ordinance of 1787 provided for new states. (See page 237 of *Land of the Free.*)
- Discuss the following: Why had so weak a government been set up?
- Discuss the following: Why did some Americans wish to modify the government?

2. THE CONSTITUTIONAL CONVENTION: FOUNDATIONS OF DEMOCRACY

References

- *Land of the Free,* pages 159-165

- *The Challenge of America,* pages 222, 225-229
- *Building the American Nation,* pages 201-204
- *Eyewitness,* pages 49-51
- *Documents U.S.A.,* 2-D:1, 2-D:3, 2-D:5

Content Stresses

- Writing of the Constitution
- Divergent views make compromise necessary
- Human rights
- Government by consent

Student Activities

- Role play the leaders of the Constitutional Convention.
- Dramatize their ideas for strengthening the government.

3. THE CONSTITUTION: LEGISLATIVE BRANCH*

References

- *Land of the Free,* pages 625-628
- *The Challenge of America,* page 229
- *Building the American Nation,* pages 742-747

Content Stresses

- The meaning of the Preamble
- Qualifications, terms, and election of Representatives and Senators
- Power of Congress
- How a bill is passed
- Powers denied to Congress; powers denied the states
- The legislative process

Student Activities

- Present thinking on the meaning of the Preamble in a panel discussion. Follow with a discussion involving the class.
- Read Article I of the Constitution.
- Begin a chart to indicate the duties, qualifications, and powers of each branch of government.
- Use the transparency "How a Bill Goes Through Congress." A chart describing the process is found on page 38.
- Discuss the question: What does war do to the respective powers of the federal government and of the states?
- Discuss the following: What does a depression do to the federal government and to the states?
- Stress the importance of the power of the federal government to regulate interstate commerce, Article I, Section 8, Paragraph 3.
- Stress the importance of the Elastic Clause, Article I, Section 8, Paragraph 18.

* If more time is needed, two days may be used for this lesson.

4. THE CONSTITUTION: EXECUTIVE BRANCH

References

- *Land of the Free,* pages 160, 628-630
- *The Challenge of America,* pages 229-230
- *Building the American Nation,* pages 747-748

Content Stresses

- Qualifications, terms, and election of the President
- Powers and duties of the President
- Position of the Vice President

Student Activities

- Read Article II of the Constitution.
- Continue constructing a chart indicating the powers of each branch of government.
- Discuss the controls the President has over the legislative and judicial branches. Refer to the chart on page 160 of *Land of the Free.*
- Use the *World Almanac* to gain specific information about the size and scope of the executive department of the federal government.
- Name the members of Washington's cabinet.
- Name the current members of the President's cabinet.
- Compare the two.

5. THE CONSTITUTION: JUDICIAL BRANCH

References

- *Land of the Free,* pages 160-161, 630
- *The Challenge of America,* pages 229-231
- *Building the American Nation,* page 749

Content Stresses

- The purpose of the amendments; how an amendment is added to the Constitution
- Qualifications and terms of the judicial branch
- Powers and duties of the judicial branch of government
- The judicial process

Student Activities

- Read Articles III, IV, VI, and VII of the Constitution.
- Continue the chart begun in lessons 3 and 4.
- Define federalism and discuss why it was more effective than the Articles of Confederation had been.
- Develop visuals to present and interpret the following characteristics of the American government: checks and balances (see page 230 of *The Challenge of America*) and separation of powers (see page 161 of *Land of the Free*).

- Read the amendments to the Constitution. Discuss the conditions which lead to the addition of the amendments.

6. THE BILL OF RIGHTS

References

- *Land of the Free,* pages 164-169
- *The Challenge of America,* page 236
- *Building the American Nation,* pages 210, 751-752

Content Stresses

- How an amendment is added to the Constitution
- Reasons for the addition of the first ten amendments or the Bill of Rights
- Significance of the Bill of Rights in present-day life

Student Activities

- Read Article V of the Constitution.
- List what each section of the Bill of Rights means.
- Trace the rights guaranteed back to the colonial grievances.
- Discuss how the Bill of Rights has been applied to problems of today.
- Debate current issues. Use the Bill of Rights as a basis for making decisions as to the legality of actions and reactions; for example, college riots, rights of minorities, etc.

7. BEGINNING A NEW GOVERNMENT

References

- *Land of the Free,* pages 173-174, 177-179
- *The Challenge of America,* pages 251-255
- *Building the American Nation,* pages 209-210
- *Documents U.S.A.,* 3-A:1

Content Stresses

- Washington's organization of the government
- Establishment of a system of courts; establishment of a policy with England, Spain, France, and the Indian nations

Student Activities

- Discuss the Judiciary Act.
- Read and discuss Washington's proclamation of neutrality.
- Read and discuss the ways the government dealt with the Indians by treaty.

8. HAMILTON DEALS WITH ECONOMIC MATTERS

References

- *Land of the Free,* pages 174-176
- *The Challenge of America,* pages 241-245, 254
- *Building the American Nation,* pages 210-211
- *Documents U.S.A.,* 3-A:3
- *Economics Readings,* pages 22-27, 37-38

Content Stress

- Hamilton's program; the establishment of a money system, tax system, and fiscal policy

Student Activities

- Role play the controversy between Hamilton and Jefferson concerning the national bank.
- Clarify the vocabulary dealing with the tax system (assumption of debts, excise tax, tariff).
- Create cartoons and charts illustrating how the tariff influences imported goods or how the excise tax influences domestic goods.
- Compare the popular reaction to the whiskey tax with popular reaction to the stamp tax. Compare these reactions to the present Pennsylvania sales tax.
- List the reasons why a uniform money system is important.

9. THE RISE OF POLITICAL PARTIES

References

- *Land of the Free,* pages 179-180
- *Building the American Nation,* pages 217-218

Content Stresses

- The beginning and development of political parties
- The importance of parties in a democratic society

Student Activities

- Chart the controversial points which led to the establishment of the Democratic-Republican and Federalist parties.
- Draw cartoons depicting these differences.
- Choose a political party of Jefferson's day to support and explain the choice.
- Role play a debate between Jefferson and Hamilton on political and economic issues.

10. ADAMS' PRESIDENCY

References

- *Land of the Free,* pages 180-183

- *The Challenge of America*, pages 261-264
- *Building the American Nation*, pages 220-224
- *Documents U.S.A.*, 3-B:1, 3-B:7, 3-B:11, 3-B:13, 3-B:14

Content Stresses

- XYZ affair; the Constitution is threatened by the Alien and Sedition Acts
- Kentucky and Virginia resolutions

Student Activities

- Discuss the background of the XYZ affair and its importance to future policy.
- Describe the Alien and Sedition Acts.
- List the ways that these acts violated constitutional guarantees.
- Read and discuss the Kentucky resolution.
- Evaluate "midnight" appointments on the basis of ethics and politics. (This issue might be used as a subject for debate.)

11. PRESENTATION OF REPORTS DEALING WITH THE ESTABLISHMENT OF CONSTITUTIONAL GOVERNMENT

Content Stress

- Presentation of individual reports, using suggestions for reports on page 36.

Student Activities

- Report on Thomas Jefferson and his legacy to the present.
- In panel discussion, explain the similarities and differences in leadership between Washington and Simón Bolívar.
- Debate the following: Was the Whiskey Rebellion justified?

12. JOHN MARSHALL, CHIEF JUSTICE OF THE UNITED STATES

References

- *Land of the Free*, page 206-207
- *The Challenge of America*, pages 279-280
- *Building the American Nation*, page 238
- *Documents U.S.A.*, 3-D:1

Content Stress

- Marshall strives to strengthen a young nation as opposed to supporting individual rights

Student Activities

- List four or five precedent-setting cases handled by the John Marshall court. List the decisions.
- List the ways in which John Marshall strengthened the central government.

13. THE AGE OF JEFFERSON

References

- *Land of the Free*, pages 190-195
- *The Challenge of America*, pages 265-266, 268-271
- *Building the American Nation*, pages 228-232
- *Eyewitness*, pages 28-31
- *Before the Mayflower*, pages 66-68
- *Documents U.S.A.*, 3-C:1-6

Content Stresses

- "Revolution" of 1800
- The Louisiana Purchase; Lewis and Clark Expedition
- The planning of Washington, D. C.

Student Activities

- Begin a map indicating territorial expansion. Indicate the territory acquired through the Louisiana Purchase.
- Indicate the route taken by Lewis and Clark. (Keep this map for further additions.) Use the map on page 194 of *Land of the Free* as a reference.
- On an outline map of North America, locate and label as of 1803: the United States, Louisiana Purchase, Spanish lands, British lands, disputed lands. (See *The Challenge of America*, page 269, and *Building the American Nation*, page 231.)

14.. THE PROBLEMS OF NEUTRALITY

References

- *Land of the Free*, page 196
- *The Challenge of America*, pages 266-268
- *Building the American Nation*, pages 235-238
- *Eyewitness*, pages 52-53

Content Stresses

- British and French interference with American trade
- Impressment causes greater difficulties

Student Activities

- In a panel discussion, review the point of view of the United States, the English, and the French concerning the interference with trade.
- Report on the impressment of sailors. (See *Eyewitness: The Negro in American History*, pages 52-53.)
- Role play impressment.

15. THE WAR OF 1812: ITS BACKGROUND AND BEGINNINGS

References

- *Land of the Free*, pages 196-199
- *The Challenge of America*, pages 272-277
- *Building the American Nation*, pages 242-247
- *Eyewitness*, pages 52-53

Content Stresses

- The failure of the embargoes
- Treaties with Great Britain; nationalism is a cause of war
- The War Hawks
- The United States goes to war poorly prepared

Student Activities

- Discuss the reasons for the failure of the embargoes.
- Compare the use of the term "War Hawks" with terms like "doves" and "hawks" used today.
- List evidences that the United States was poorly prepared for this war.

16. CONCLUSION OF THE WAR OF 1812

References

- *Land of the Free*, pages 200-201
- *The Challenge of America*, pages 276-278
- *Building the American Nation*, pages 247-250, 255-258
- *Eyewitness*, pages 53-54, 63-66
- Transparency: "War of 1812"

Content Stress

- British raid and burn Washington; Battle of the Great Lakes

Student Activities

- View and discuss the War of 1812 transparency.
- Identify the places where the battles of 1812 took place; locate them on a map.
- Compare the date of the Battle of New Orleans with the date of the Treaty of Ghent.
- Tell the story of the composing of "The Star-Spangled Banner."
- Make a model of Perry's flagship, *Niagara*, or some other vessel used in the war (such as Macdonough's ship at Plattsburg).

17. NATIONALISM IN LATIN AMERICA AND NATIONALISM AT HOME

References

- *Land of the Free*, pages 201-209

- *The Challenge of America,* pages 281-283
- *Building the American Nation,* pages 260-263, 267-270

Content Stresses

- Revolutions in Latin America
- The Monroe Doctrine
- Reasons for the formulation of the Monroe Doctrine

Student Activities

- Discuss the nature of nationalism. Use Latin America and the United States as examples.
- Discuss when nationalism is strongest: before, during, or after a war.
- Discuss the pros and cons of nationalism; for example, "My country--right or wrong."
- Discuss the question: If challenged, could the United States have enforced the Monroe Doctrine prior to 1850?
- Prepare oral reports on Simón Bolívar and José de San Martín.

EVALUATION

1. Given the following multiple choice questions, the student will place the letter of the best answer in the space at the left.

a Under the Articles of Confederation Congress could not (a) impose taxes, (b) make treaties with foreign nations, (c) borrow money, (d) develop foreign lands.

d The Northwest Ordinance of 1787 provided (a) for religious freedom, (b) for prohibition of slavery in the territory, (c) for a way of getting new states into the Union, (d) all of these.

c The Constitutional Convention of 1787 met in (a) New York, (b) Washington, (c) Philadelphia, (d) Boston.

b The "Great Compromise" made at the Convention of 1787 provided for (a) a system of amendments, (b) representation by population and state, (c) a system of federal courts, (d) government of territories.

b The system of checks and balances is a method of (a) keeping any one state from becoming too powerful, (b) keeping any one branch of the federal government from getting too powerful, (c) keeping labor and capital from becoming too powerful, (d) keeping the military from becoming too powerful.

b The Whiskey Rebellion was important because (a) it established a citizen's right to make whiskey, (b) it showed that the government was strong enough to enforce the law, (c) it was the first tax law that was disobeyed, (d) it made the sale of whiskey illegal.

b The Alien Acts made it (a) illegal to come to the United States during a war, (b) possible for the President to deport any dangerous foreigner, (c) possible for foreigners to come to the United States to settle, (d) none of these.

d The Sedition Act (a) provided for punishment of malicious writing about the President and Congress, (b) set heavy penalties, (c) was vigorously enforced, (d) all of these.

d The Louisiana Purchase was important because (a) it insured American use of the Mississippi River, (b) it made the United States two-thirds larger, (c) it was a great land bargain, (d) all of these.

a The Lewis and Clark Expedition was important because (a) it helped open up the West, (b) it gave the United States exclusive claims to all the land west of the Mississippi, including Spanish claims, (c) it proved travel to the Pacific was easy, (d) it gave the United States exclusive claims to Texas.

d The War of 1812 was fought (a) because the United States' neutrality was violated, (b) because of impressment of sailors, (c) because the United States wanted to annex Canada, (d) all of these.

c An outcome of the War of 1812 was (a) the United States gained a great deal of new territory, (b) the United States decided it could no longer remain a neutral country, (c) the United States proved it was an independent nation, (d) all of these.

b The Missouri Compromise settled the slave question (a) in the Old Northwest Territory, (b) in the Louisiana Territory, (c) in the United States, (d) none of these.

b The Monroe Doctrine stated (a) European countries had to give up their colonies in the Americas, (b) European countries could not establish new colonies in the Americas, (c) that the United States would take part in European affairs, (d) all of these.

2. The student should answer the following statements using the name of the political party that best fits that statement. Use only the letters to indicate answers.

a. Democratic-Republican
b. Federalist

a Favored a weak central government.

a Favored by farmers and city workers.

b Favored tariffs.

a Party led by Jefferson.

b Favored a national bank.

a Party that disagreed with the use of implied powers.

b Party led by Hamilton and John Adams.

3. Using a copy of the Bill of Rights as a reference, the student should decide what rights, if any, are violated in the following situations:

   a. Newspaper censorship. *(press)*
   b. The disbanding of a peaceful citizens' group in a city park. *(assembly)*
   c. The retrial of a man previously acquitted of the same crime. *(double jeopardy)*
   d. The closing of all Presbyterian churches. *(religion)*
   e. A law forbidding citizens to own guns. *(right to bear arms)*
   f. Bail of $50,000 set for illegal parking. *(excessive bail)*
   g. Army barracks destroyed by fire, and the Army forced nearby citizens to give housing to the soldiers until new barracks could be built. *(quartering)*
   h. It was rumored that stolen goods could be found in an apartment house. Therefore police conducted a systematic search of all apartments in the building without a warrant. *(search and seizure)*
   i. The city government forced all homeowners of a city block to sell their houses so that a needed parking garage could be built. *(no violation)*
   j. Mr. Jones was arrested when he complained to City Council that he did not want to sell his house to the city. *(right of petition)*
   k. Mr. Green was charged with damages amounting to $2,000 in an automobile accident. The judge declared him guilty and ordered him to pay the $2,000. *(no violation)*
   l. A judge ordered a boy to have his hair shaved as punishment for a speeding violation. *(cruel and unusual punishment)*

4. Given the following information, the student should use the letter of the action that describes the statements below:

a. The President checks the Congress.
b. The President checks the Supreme Court.
c. The Congress checks the President.
d. The Congress checks the Supreme Court.
e. The Supreme Court checks the President.
f. The Supreme Court checks the Congress.

(e, f) The court declares a law unconstitutional.

a The President uses his power of veto.

c The Senate disapproves a presidential appointment.

b Judiciary appointments are made by the President.

d Judges are impeached.

5. With each right granted to citizens, there must be a responsibility. Given the following list, the student should answer briefly what responsibility is related to the following rights:

    a. Driver's license *(Knowledge of and obedience to laws)*
    b. Voter's registration *(knowledge concerning candidates and exercising the right to vote)*
    c. Public education *(attainment of the best possible education for self-improvement)*

6. The student should list the three branches of the federal government and give two important responsibilities of each. (Any responsibilities of the three branches of government in the Constitution should be considered correct.)

7. The teacher should include questions that relate to contributors to our national heritage.

SUGGESTIONS FOR ORAL OR WRITTEN REPORTS

- Washington's Farewell Address
- The Whiskey Rebellion
- Benjamin Banneker
- Prince Hall
- Gustavus Vasa
- Edmund Randolph
- Henry Knox
- John Jay
- The Federalist Papers
- Alexander Hamilton
- Thomas Jefferson
- The War with the Barbary Pirates
- Simón Bolívar
- Famous Sea Battles in the War of 1812
- Negro Participation in the War of 1812
- José de San Martín
- John Marshall
- Albert Gallatin
- Edmond Genèt
- Thomas Pinckney
- John Adams as President
- Elbridge Gerry
- James Monroe
- James Madison
- Aaron Burr
- Charles Pinckney

*SUGGESTIONS FOR AUDIO-VISUAL AIDS**

Films

Alexander Hamilton	SM2 581.10	18 minutes
Thomas Jefferson	SM2 581.29	13 minutes
Bill of Rights in Action: Story of a Trial	SM 582.102	22 minutes
Bill of Rights of the United States	SM2 582.37	20 minutes
The War of 1812	SM2 582.76	15 minutes

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* Consult the audio-visual catalogs and supplement for additional aids.

Our Monroe Doctrine	SM2 582.16	22 minutes
United States Expansion: The Lousiana Purchase	SM2 582.67	14 minutes

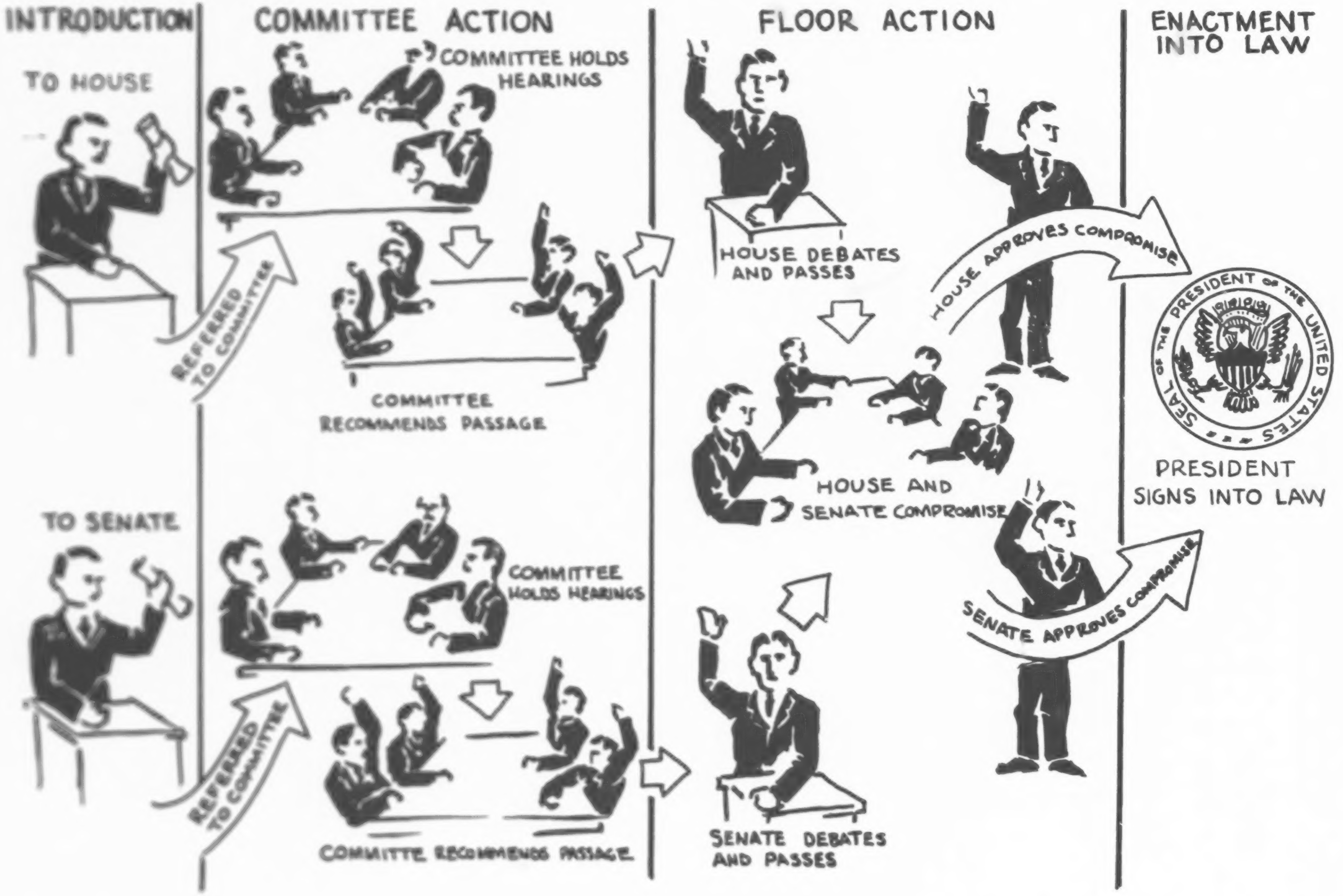
Filmstrip

Story of Our National Anthem	F 182.1	40 frames

Transparency

War of 1812	OT 782.5

How a Bill Becomes Law — Congressional Route


INTRODUCTION
TO HOUSE
REFERRED TO COMMITTEE
TO SENATE
REFERRED TO COMMITTEE
COMMITTEE ACTION
COMMITTEE HOLDS HEARINGS
COMMITTEE RECOMMENDS PASSAGE
COMMITTEE HOLDS HEARINGS
COMMITTE RECOMMENDS PASSAGE
FLOOR ACTION
HOUSE DEBATES AND PASSES
HOUSE AND SENATE COMPROMISE
SENATE DEBATES AND PASSES
HOUSE APPROVES COMPROMISE
SENATE APPROVES COMPROMISE
ENACTMENT INTO LAW
PRESIDENT SIGNS INTO LAW

UNIT IV. CONCERN FOR HUMAN RIGHTS INCREASES; YET SLAVERY EXPANDS, 1823-1860

In the 1830's and 1840's a new concern had crystallized for the development of individualism, laissez-faire, and individual enterprise. The age was influenced by frontier individualism and equalitarianism. Many values of the age were personified by the popular image of Andrew Jackson, and so older historians have used the term Jacksonian democracy. In theory, the government was to offer no economic privileges for the few but to provide equal opportunities for all. Monopolies of all kinds, like the Second Bank of the United States, were to be destroyed.

Reform movements were initiated to free the individual from unequal restraints, both natural and social, and to make him an equal competitor. The most profound but also the most controversial was the abolition movement. Yet it was the greatest paradox of the age that as the drive for individualistic democracy grew, the slave system of the South intensified and was righteously defended. Abolitionists became martyrs and outcasts, and Negro slaves themselves rebelled overtly and covertly against overwhelming odds. The question which men raised in the Age of Jackson was the question which men raise and must answer today. Can democracy exist if it does not provide equal opportunity for all?

OBJECTIVES

- To name the ways frontier life contributed to the nature of American democracy
- To discuss the nature of sectional issues
- To list the ways that reform movements represented concern for the individual in American democracy
- To discuss the nature of the institution of slavery
- To list the outstanding Americans who worked to solve the problem of slavery
- To gain skill in charting information on maps
- To maintain skill in using the time line

LESSONS

1. INFLUENCE OF THE FRONTIER ON THE NATURE OF AMERICAN DEMOCRACY

References

- *Land of the Free*, pages 247-250
- *The Challenge of America*, pages 284-286

- *Building the American Nation,* pages 310-321
- *Eyewitness,* pages 67-91

Content Stress

- Jacksonian democracy

Student Activities

- Name or locate on a map the states which existed in 1840.
- Contrast the inauguration ceremonies of Washington, Jackson, and Nixon.

2. SECTIONAL DISPUTES OVER THE PROTECTIVE TARIFF

References

- *Land of the Free,* page 251
- *The Challenge of America,* pages 429-433
- *Building the American Nation,* pages 322-326
- *Documents U.S.A.,* 4-A:1, 4-A:3, 4-A:8

Content Stress

- North-South debate over the nature of the Union

Student Activities

- Dramatize the Webster-Hayne debate.
- Role play Jackson in defense of the Union.
- Find earlier statements of states' rights (Hartford Convention, 1814; Virginia-Kentucky resolutions, 1798).
- Discuss the economic reasons for differences in viewpoints in relation to the tariff.

3. THE BANK ISSUE

References

- *Land of the Free,* pages 251-252
- *The Challenge of America,* pages 284-286
- *Building the American Nation,* pages 326-327

Content Stresses

- The bank issue
- The spoils system

Student Activities

- Discuss the following: In the bank fight, was Jackson a strong or a weak leader?
- Discuss the following: Was Jackson's meaning of the spoils system the same as the meaning held today.

4. LIFE OF THE NEGRO: SLAVE AND FREE

References

- *Land of the Free*, pages 301-308
- *The Challenge of America*, pages 145-150, 397-412
- *Building the American Nation*, pages 130-140
- *Eyewitness*, pages 92-100, 106-118, 131-160
- *Before the Mayflower*, pages 70-95
- *Resource Supplement*, pages 9-11
- *The American Negro*, pages 4-13

Content Stresses

- Life of the plantation slave
- Life of the free black: North and South

Student Activities

- Compare the life of the plantation slave with that of the city slave.
- List the names of free Negroes--how they became free and how they lived.
- Discuss the treatment of the slaves: house and field.

5. THE ANTISLAVERY MOVEMENT

References

- *Land of the Free*, pages 308-311
- *The Challenge of America*, pages 413-418, 424-429
- *Building the American Nation*, pages 330-340
- *Eyewitness*, pages 109-117, 124-128, 145-182, 185-186
- *Before the Mayflower*, pages 127-159
- *Resource Supplement*, pages 9-11
- *The American Negro*, pages 8-12

Content Stresses

- Leaders of the abolition movement
- The Underground Railroad

Student Activities

- Make cartoons or drawings which show phases of the Underground Railroad.
- Role play a conductor on the Underground Railroad leading slaves to freedom.
- Write an essay in defense of the Southern position against the abolitionists or the Northern position in defense of the abolitionists.
- Prepare a bulletin board display which shows both Negro and white leaders in the abolition movement.

- Present a report on Avery College (Allegheny, Pittsburgh). (Use J. P. Wickersham, *A History of Education in Pennsylvania*, page 416, as a reference.)

6. INSURRECTIONS AGAINST SLAVERY

References

- *Land of the Free*, pages 305-308, 333
- *The Challenge of America*, pages 405-406, 411, 427, 437, 441-443
- *Building the American Nation*, pages 359, 412, 417-418
- *Eyewitness*, pages 100-103, 119-122
- *Before the Mayflower*, pages 97-126
- *The American Negro*, pages 11-12

Content Stress

- Insurrections: Gabriel Prosser, Denmark Vesey, Nat Turner, John Brown

Student Activities

- Report on several of the Negro insurrections and include information dealing with the locations, personalities involved, causes and consequences.
- Interpret the attitudes expressed by the painters of the pictures in *The Challenge of America*, page 442.
- Role play the reaction of the white Southerners to Negro revolt. (See *Eyewitness: The Negro in American History*, page 104.)

7. REFORM MOVEMENTS

References

- *Land of the Free*, pages 259-262
- *The Challenge of America*, pages 389-391
- *Building the American Nation*, pages 365-368
- *Eyewitness*, pages 183, 186-187

Content Stresses

- Improved treatment of criminals, the insane, and the handicapped
- Women's rights

Student Activities

- Participate in a "Meet the Press" interview of Dorothea Dix, Thomas Gallaudet, and Samuel Howe. Have the class act as reporters who question the panel.
- Discuss the need for reform in the treatment of criminals, the insane, the handicapped, and women.

8. EDUCATION FOR ALL, A DEMOCRATIC IDEAL; INDIVIDUALISM

References

- *Land of the Free,* pages 264-271
- *The Challenge of America,* pages 386-394
- *Building the American Nation,* pages 273-275, 338-342
- *Eyewitness,* pages 135-144, 153-154

Content Stresses

- Education
- Individualism

Student Activities

- Discuss: Why is universal, free, compulsory public education necessary in a democracy, in an industrial society such as the United States, Germany, or the U.S.S.R.?
- Discuss: How are the public schools of Pittsburgh financed?
- Discuss: How are the public schools of Pittsburgh administered?
- Discuss: What American values did Emerson and Thoreau reinforce?
- Report on Horace Mann, Catharine Beecher.

EVALUATION

1. The student should place a check to the left of the statement if he thinks it held true during the period from 1823-1860.

✓ Though people everywhere spoke in favor of democracy, many people in the South vigorously defended slavery.

______ One principle believed under Jacksonian democracy was "economic privileges for all."

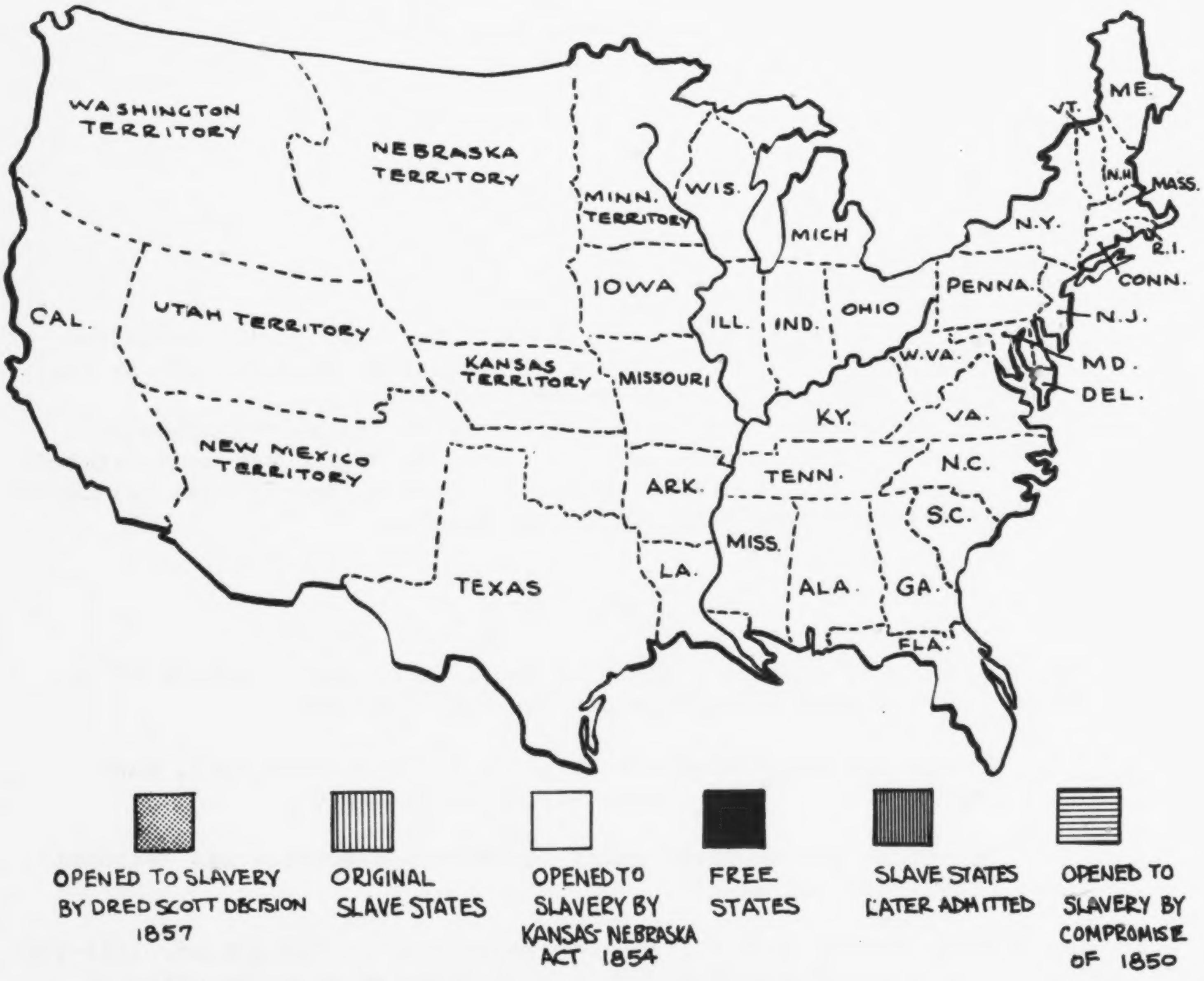
2. The student should name three reform movements in the period, 1823-1860. Any of the following answers could be considered as being correct:

   a. Rights and suffrage for women
   b. Humane treatment of the insane
   c. Religious and utopian experiments
   d. Improved education
   e. Abolition of slavery
   f. Humanitarian reforms

3. The student should name two problems with which President Jackson had to deal. Any of the following could be considered as correct:

   a. Corruption in government
   b. Slavery
   c. The United States Bank
   d. Sectionalism

4. On an outline map, the student should shade the classification of states and territories to match the legend.


WASHINGTON TERRITORY
NEBRASKA TERRITORY
MINN. TERRITORY
WIS.
MICH
ME.
VT.
N.H.
MASS.
N.Y.
R.I.
CONN.
CAL.
UTAH TERRITORY
IOWA
ILL.
IND.
OHIO
PENNA.
N.J.
KANSAS TERRITORY
MISSOURI
W.VA.
MD.
DEL.
KY.
VA.
NEW MEXICO TERRITORY
ARK.
TENN.
N.C.
S.C.
MISS.
TEXAS
LA.
ALA.
GA.
FLA.
OPENED TO SLAVERY BY DRED SCOTT DECISION 1857
ORIGINAL SLAVE STATES
OPENED TO SLAVERY BY KANSAS-NEBRASKA ACT 1854
FREE STATES
SLAVE STATES LATER ADMITTED
OPENED TO SLAVERY BY COMPROMISE OF 1850

5. The student should name three of the leading abolitionists. The answer might include: John Brown, William Lloyd Garrison, Wendell Phillips, Theodore Weld, Harriet Beecher Stowe, John Greenleaf Whittier, Henry David Thoreau, Frederick Douglass, Sojourner Truth.

6. The student should write a brief essay comparing the views of a typical businessman in Massachusetts with the views of a planter in South Carolina in 1860. What were some of the problems each section of the country was facing at the time? The essay should include contrasting views on slavery and abolition, the Fugitive Slave Law, central government versus states' rights, political rights, voting rights for all people, economic interests, and the protective tariff.

7. The student should arrange the following in order by choosing the correct chronological listing. (The date listed after each event is for the teacher's use.)

   a. Jackson becomes President for the first time. *(1829)*
   b. Nat Turner's revolt. *(1831)*
   c. John Brown's raid. *(1859)*
   d. The Tariff of Abominations is passed by Congress. *(1828)*

   The student should check the correct chronological listing:

   ______ a,b,c,d
   ______ a,c,d,b
   ___✓___ d,a,b,c
   ______ d,c,b,a

8. The teacher should construct test items to show student understanding of the achievements of the men and women listed below.

SUGGESTIONS FOR ORAL OR WRITTEN REPORTS

- Martin R. Delany
- Henry Highland Garnet
- William H. Day
- Frederick Douglass
- Samuel Cornish
- Theodore Dwight Weld
- James W. C. Pennington
- John Greenleaf Whittier
- Denmark Vesey
- Lucretia Mott
- Sojourner Truth
- William Cullen Bryant
- Thomas Gallaudet
- Elijah P. Lovejoy
- Wendell Phillips
- Sarah and Angelina Grimké
- William Lloyd Garrison
- Louis and Arthur Tappan
- William Wells Brown
- Harriet Beecher Stowe
- F. Ellen Watkins
- John Brown
- Henry "Box" Brown
- Ralph W. Emerson
- Horace Mann
- Dr. Samuel Howe
- Henry Clay
- John C. Calhoun
- Daniel Webster
- Alexis de Tocqueville
- Robert Purvis
- James G. Birney
- Harriet Tubman
- William Cooper Nell
- Nat Turner
- Henry Thoreau
- Dorothea Dix
- Catharine Beecher
- Emma Willard
- Dr. Crawford W. Long
- James Gordon Bennett
- Horace Greeley
- James Fenimore Cooper
- Edgar Allan Poe
- Brigham Young
- Robert Dale Owen
- Bronson Alcott
- George Ripley
- Margaret Fuller
- Elizabeth Peabody
- Nathaniel Hawthorne

SUGGESTED AUDIO-VISUAL AIDS*

Films

Andrew Jackson	SM2 581.19	18 minutes
Westward Movement	SM 582.71	10 minutes
Frederick Douglass	SM3 581.35	50 minutes

Filmstrips

The History of the American Negro	F 182.61	37 frames
Establishing a Social Life in the Wilderness	F 182.49	49 frames

Transparency

Territorial Growth of U.S. from 1819	OT 782.2

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* Consult the audio-visual catalogs and supplement for additional aids.

UNIT V. TECHNOLOGY, BUSINESS ENTERPRISE, WESTWARD EXPANSION, AND INTERNAL IMPROVEMENTS SPUR ECONOMIC GROWTH, 1787-1860

Democratization, economic growth, and territorial expansion have been interacting processes in American life. The first three quarters of a century of independence witnessed an energetic people on the move, a vast movement of unplanned and uncoordinated individualistic enterprise, innovation and growth in industry and agriculture, far-reaching developments in transportation and communication, and a continuous migration westward. America was generating a dynamic society based on social and spatial mobility. The stage was being set for the development of a national economy.

Politically, most men believed in freedom from government restraint; yet nearly all sought some kind of governmental promotion or at least support for individual enterprise. Students should understand the economic growth of the times and the emerging specialization by regions.

OBJECTIVES

- To describe how regional economic growth depended upon improved transportation
- To discuss how maritime activity, industrialization, individual enterprise, improved technology, westward expansion, and immigration promoted economic growth
- To maintain skill in reading and interpreting maps and graphs

LESSONS

1. IMPROVED TRANSPORTATION

References

- *Land of the Free,* pages 221-226, 231-235
- *The Challenge of America,* pages 290-293 (map: 293), 347-348
- *Building the American Nation,* pages 274-275, 402-403

Content Stress

- The role of roads, highways, and railroads in improving transportation and in strengthening regional economies

Student Activities

- On an outline map of the United States, indicate roads and railroads of the early 1800's.

- On the back of the map, answer the following: What consequences were likely to develop from the general directions of the roads?
- List the ways the government helped improve transportation.

2. IMPROVED TRANSPORTATION (Continued)

References

- *Land of the Free,* pages 231-235, 278-283, 322
- *The Challenge of America,* pages 349-359
- *Building the American Nation,* pages 275-276, 287-289, 403-404

Content Stress

- The role of canals, steamboats, and clipper ships in improving transportation and in strengthening regional economies

Student Activities

- On the map, begun in the preceding lesson, indicate, with an appropriate key, canals of the early nineteenth century. On the back of the map, answer:
  - What are the disadvantages of the use of canals?
  - What advantages have canals over roads?
  - What advantages have railroads over roads and canals?
- Discuss why some canals were failures while others proved to be a success.
- Report on the canals leading to Pittsburgh.
- How did steamboats speed the settlement of midcontinental America?
- Report on clipper ships and whaling.

3. THE ROLE OF THE INDIVIDUAL IN ECONOMIC GROWTH, 1787-1860

References

- *Land of the Free,* pages 213-220
- *The Challenge of America,* pages 337-346
- *Building the American Nation,* pages 257, 295, 402, 487
- *Eyewitness,* pages 98-100
- *Resource Supplement,* page 12, I

Content Stresses

- The role of the inventor
- The effect of inventions on industry
- The effect of invention on agriculture

Student Activities

- Use library facilities for a research period.
- Make a chart headed Inventor, Invention, and Significance.
- Discuss the role of invention on economic growth.

- Research and report on the patent process. What types of strange devices have been patented?
- Prepare advertisements which would help sell an invention described in this unit.

4. THE ROLE OF THE INDIVIDUAL IN ECONOMIC GROWTH, 1787-1860 (Continued)

References

- *Land of the Free,* pages 213-220
- *The Challenge of America,* pages 337-343
- *Eyewitness,* pages 98-100, 287-293
- *Resource Supplement,* pages 12-13, IV

Content Stress

- The role of the individual in the growth of manufacturing

Student Activities

- Perform Activity 3 on page 13 of the *Resource Supplement.*
- Discuss the significance of Whitney's principle of interchangeable parts. In what ways has the United States benefited by this principle?
- Review various kinds of power used in manufacturing (man to atomic). What improvements were brought about by each?

5. THE ROLE OF THE INDIVIDUAL IN ECONOMIC GROWTH, 1787-1860 (Continued)

References

- *Land of the Free,* pages 217-220
- *The Challenge of America,* pages 342-346
- *Building the American Nation,* pages 293-296
- *Eyewitness,* pages 98-100
- *Economics Readings,* pages 34-39

Content Stress

- The role of the individual and government in the growth of agriculture

Student Activities

- Construct a graph showing the shift of population from agriculture to urban regions.
- Construct a graph on the growth of cotton production.
- Write letters such as farmers might have written expressing their reactions to newly developed farm machinery.

6. IMMIGRATION TO 1860

References

- *Land of the Free,* pages 323-324 (graph: 329)
- *The Challenge of America,* pages 374-382
- *Building the American Nation,* page 282

Content Stresses

- Reasons for immigration
- Contributions of immigrants

Student Activities

- Draw conclusions from graphs on page 329 of *Land of the Free* and page 376 of *The Challenge of America.*
- Give reports on immigration.
- Make a chart indicating the contributions made by immigrants. These contributions could be those of individuals or of nationality groups.

7. AMERICAN EXPANSION: TEXAS

References

- *Land of the Free,* pages 284-286
- *The Challenge of America,* pages 311-318
- *Building the American Nation,* pages 377-379
- *Eyewitness,* pages 74-75, 87-88
- *Documents U.S.A.,* 4-B:1

Content Stresses

- Americans settle in Texas
- Texan independence

Student Activities

- Write newspaper editorials reflecting the attitudes of Mexican and American settlers in Texas prior to the war for Texan independence.
- Continue making entries on the time line.
- Report on Stephen Austin and Sam Houston and their contributions to the growth of Texas.
- Discuss the meaning and importance of "Remember the Alamo."

8. AMERICAN EXPANSION: WAR WITH MEXICO

References

- *Land of the Free,* page 292
- *The Challenge of America,* pages 319-324
- *Building the American Nation,* page 386

- *Eyewitness*, pages 77-79
- *Documents U.S.A.*, 4-B:6

Content Stress

- The Mexican War

Student Activities

- Debate: Resolved: That the Mexican War was justified.
- Prepare in committee a map or transparency showing the area of the Mexican War. Use this map as a basis for class discussion.
- List the terms of the peace treaty.
- Locate on a map the new territory added to the United States following the Mexican War.

9, 10. TRAILS LEAD WESTWARD

References

- *Land of the Free*, pages 286-292, 429-431
- *The Challenge of America*, pages 324-329
- *Building the American Nation*, pages 379-380, 384-386
- *Eyewitness*, pages 75-79, 88-91
- *Documents U.S.A.*, 4-B:2
- *Resource Supplement*, page 12, III

Content Stresses

- Routes west
- California settlement
- The Oregon settlement with Great Britain
- Mining activity in the West
- Mormon trek and settlement

Student Activities

- Role play the cultural interchange between Americans and Mexicans in California during this period. Be certain to depict the benefits and contributions of both groups.
- Using a current road map of the United States (which can be obtained from any oil company), travel by road from Pittsburgh to Oregon, San Francisco, Los Angeles. Trace the routes to the Far West in the 1840's. Draw conclusions.
- On the map, locate mining towns. Draw conclusions as to how mining affected transportation, settlement, agriculture, and statehood.

EVALUATION

1. Given an open-book test (time: five minutes), the student should use the graph on page 329 of *Land of the Free* to answer the questions on the following page.

  a. In what year did most immigrants come to the U.S.A.?
  b. What nationality groups predominated in the migration to the U.S.A. between 1820-1860?
  c. Why was there a sharp drop in immigration in 1860?
  d. How many immigrants came to the United States in 1830?

2. The student should write an essay in which the following question is answered: How has better transportation affected American **economic** development? Divide the answer into two parts: direct effects and indirect effects. The following answers are acceptable:
    a. Economic growth is dependent upon productive capacity and effective demand.
    b. Early American transportation had to be improved before a demand effective enough to support widespread mass production could be created.
    c. Improved transportation created direct economic effects by creating jobs for road builders, inn owners, etc., as well as indirect economic effects of widening markets and improving resource mobility.

3. The student should be able to complete the following chart bringing out the economic significance of various modes of transportation listed.

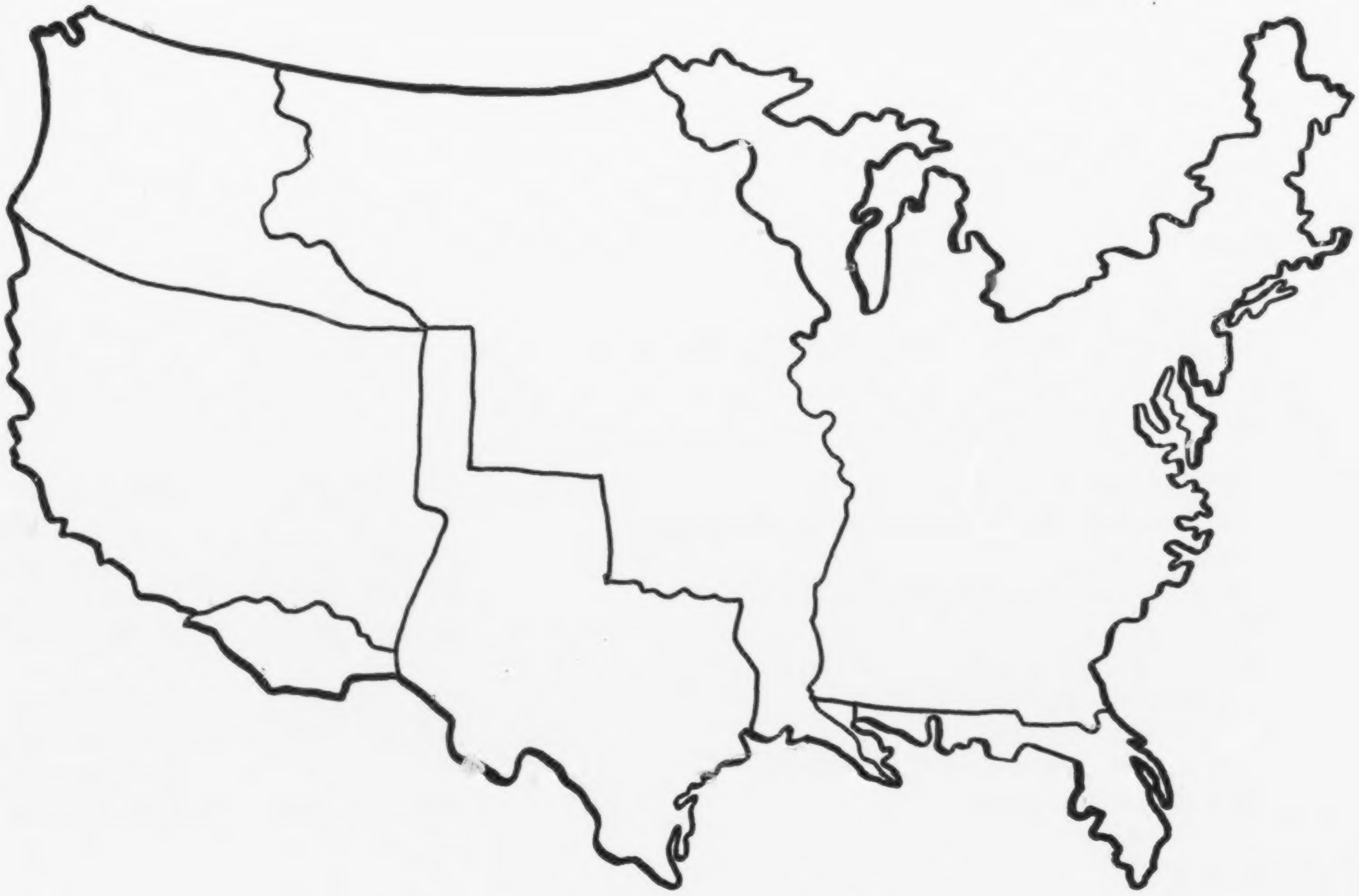
Modes of Transportation	Advantages-Disadvantages	Economic Significance
Stagecoach		
Boat		
Railroad		

The following points should be included in the student's answers:

  a. The American economy not only benefited directly from the development of transportation through the creation of jobs, but also benefited indirectly by broadening markets, creating an effective demand for goods that could not be economically shipped over long distances.
  b. Transportation also made it possible to move resources where they were needed for use in producing finished goods.

4. Given the following list, the student will name the significance of each inventor's achievement to the economic development of the United States:
    a. Francis Cabot Lowell
    b. Charles Goodyear
    c. Richard Hoe
    d. Cyrus McCormick
    e. John Deere
    f. Norbert Rillieux
    g. Henry Blair
    h. Eli Whitney

5. Given the outline map below, the students will locate and identify the territory added to the United States following the Mexican War.



6. From the list of "Suggestions for Oral or Written Reports," the student should select a subject and present at least one oral report. The report should meet the same standards as described in the Evaluation of Unit I.

SUGGESTIONS FOR ORAL OR WRITTEN REPORTS

- The National Road
- The Rapid Growth of Railroads between 1850 and 1860 (The student could draw a map which indicates this.)
- Importance of Canals in Pennsylvania (Visuals should be encouraged.)
- Clipper Ships
- Whaling
- Settlements and Foreign Agreements Dealing with the Oregon Territory
- The Milestones in the Use of Steam Power
- Henry T. Blair: Seed Planter
- Norbert Rillieux's Evaporation Pan for Sugar Refining
- Development of the Steamboat
- Effects of Machinery on Agriculture

- Moses Austin
- Stephen Austin
- Sam Houston
- Davey Crockett
- James Bowie
- Meriweather Lewis
- William Clark
- George Rogers Clark
- "Fifty-four forty or fight!"
- Oregon Trail
- Santa Fe Trail

*SUGGESTIONS FOR AUDIO-VISUAL AIDS**

Films

Eli Whitney	SM2 581.14	18 minutes
Beginnings and Growth of Industrial America	SM 582.72	11 minutes
Inventions in America's Growth	SM 582.29	11 minutes
Kentucky Pioneers	SM 582.19	11 minutes
Mississippi River: Its Role in American History	SM2 582.91	22 minutes
Railroad Builders	SM2 582.101	14 minutes
Westward Growth of Our Nation	SM 582.17	11 minutes
Westward Movement	SM2 582.100	16 minutes

Filmstrip

Robert Fulton	F 181.2	25 frames

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* Consult the audio-visual catalogs and supplement for additional aids.

VI. SLAVERY SPLITS THE NATION; RECONSTRUCTION FAILS THE NEGRO, 1860-1877

The great questions surrounding the meaning and significance of the Civil War period continue to challenge all who think about it, and its unsolved and partially solved problems which caused the struggle in the first place still confront the United States. The issue of slavery was the most challenging problem ever to face the American people even though the leaders of the federal government wanted uppermost to preserve the Union. How can a people who adopted the equalitarian principles of the Declaration of Independence continue to shelter slavery? Can the meaning of democracy be limited? Can it exclude? Slavery challenged the American concept of equal opportunity and social mobility. It mocked the encouragement of individualism and the promotion of private enterprise. And in the end it shattered the political machinery which had previously adjusted problems peacefully.

The challenge to democracy raised by the question of slavery was irrevocably destroyed by the war, but out of the question a new challenge persisted and grew--the violence of racism, so disruptive and degrading to the spirit and growth of democracy.

OBJECTIVES

- To discuss the implications of the issue of slavery
- To list the causes and results of the Civil War
- To discuss the nature of Reconstruction
- To explain the implications of the Fourteenth Amendment

LESSONS

1. CAN SLAVERY BE COMPROMISED?

References

- *Land of the Free,* pages 326-330
- *The Challenge of America,* pages 423-441
- *Building the American Nation,* pages 408-412
- *Eyewitness,* pages 188-206

Content Stresses

- Past compromises that failed
- Efforts to preserve the Union and maintain slavery cause conflict

Student Activities

- List and review the compromises that failed.
- Debate the question: Could the United States have existed much longer half slave and half free?
- List the events of the eighteenth and nineteenth centuries which were a part of the slavery controversy. Use the writing of the Declaration of Independence to indicate the beginning of the controversy.

2. SLAVERY, A DIVISIVE FORCE

References

- *Land of the Free,* pages 330-333
- *The Challenge of America,* pages 439-443
- *Building the American Nation,* pages 414-424

Content Stress

- Attempts at compromise fail

Student Activities

- Chart the sectional differences which divided the North and South up to 1860.
- Draw political cartoons illustrating Webster's support of Clay in the Missouri Compromise.
- Debate the merits of the Kansas-Nebraska Bill.

3. SECESSION AND LINCOLN'S REACTION TO IT: TO UNITE THE NORTH AND PRESERVE THE UNION

References

- *Land of the Free,* pages 337-340
- *The Challenge of America,* pages 443-450
- *Building the American Nation,* pages 427-430
- *Documents U.S.A.,* 5-B:1

Content Stress

- Lincoln's desire to preserve the Union leads to Civil War

Student Activities

- Discuss: What possible responses could have been made to the firing on Fort Sumter?
- Debate: Resolved: That the firing on Fort Sumter forced the nation into civil war.
- Using an outline map, show the division between the Union, Border, and Confederate states in 1861.

4. COMPARISON OF THE NORTH AND SOUTH: MILITARY OBJECTIVES

References

- *Land of the Free,* pages 340-343
- *The Challenge of America,* pages 451-452
- *Building the American Nation,* pages 432-437

Content Stresses

- Comparison of the strengths and weaknesses of the Union and the Confederacy
- Northern plans for victory
- Confederate plans for victory

Student Activities

- Make a chart contrasting the strengths and weaknesses of the Union and of the Confederacy.
- On a map, show how the North planned to defeat the South.

5, 6, 7. THE WAR AS A MILITARY OPERATION

References

- *Land of the Free,* pages 343-353
- *The Challenge of America,* pages 452-470
- *Building the American Nation,* pages 438-448
- *Eyewitness,* pages 207-239
- *Before the Mayflower,* pages 160-182
- *Resource Supplement,* pages 14, II, B, 16, Activity 1
- *The American Negro,* page 86

Content Stresses

- The Civil War as a struggle to preserve the Union
- The tragedy and losses of the war
- The varied roles of the Negro in the Civil War

Student Activities

- Draw a map with an accompanying chart showing the principal campaigns and battles of the Civil War.
- Write an account of the government of the Confederate States of America.
- With fellow students, create a page of a Northern or Southern newspaper. Include cartoons, editorials, and news articles concerning the enlistment of Negroes in the armed forces.
- Role play the surrender at Appomattox. Be certain to depict the respect on the part of the two generals.

8, 9. THE SIGNIFICANCE OF THE WAR: IN HUMAN (CIVIL) RIGHTS; THE EMANCIPATION PROCLAMATION; THE GETTYSBURG ADDRESS; THE CIVIL WAR AMENDMENTS

References

- *Land of the Free*, pages 345-346, 366-367, 369
- *The Challenge of America*, pages 468-470, 482-485, 500-503
- *Building the American Nation*, pages 440-442, 445-446
- *Eyewitness*, pages 248-251
- *Before the Mayflower*, pages 183-219, 220-241
- *Documents U.S.A.*, 5-D:1-3, 5-E:5
- *The American Negro*, pages 14-21

Content Stresses

- The precise meaning of the Emancipation Proclamation; slaves freed only in the rebellious states
- The repudiation of the Civil War amendments to the Constitution in practice
- Significance of the Gettysburg Address

Student Activities

- Provide research time to compile information for the following discussions:
    - The effectiveness of the Emancipation Proclamation
    - The significance of the Gettysburg Address
- Outline the provisions of the Civil Rights Act of 1866, the Thirteenth, Fourteenth, and Fifteenth amendments.
- Read the Gettysburg Address.

10. THE CONQUERED SOUTH AND A REUNITED NATION

References

- *Land of the Free*, pages 354-355, 360-368
- *The Challenge of America*, pages 473-478, 482-489
- *Building the American Nation*, pages 452-456, 458-462

Content Stresses

- Reuniting the nation
- Southern belligerents' attitude toward their conquerors

Student Activities

- Discuss the conflict between the executive branch and the legislative branch of government over Reconstruction.
- Draw a cartoon suggesting the attitude of the defeated Southerner.
- Role play social and economic problems faced by the Negro immediately after the Civil War.
- Dramatize the reunion of a Southern soldier and his family. Have them relate their wartime experiences.

11. SOCIAL AND ECONOMIC EFFECTS OF RECONSTRUCTION

References

- *Land of the Free,* pages 354-359
- *The Challenge of America,* pages 489-497
- *Building the American Nation,* pages 464-468
- *Resource Supplement,* pages 14-15, III

Content Stresses

- Northern interest in the South wanes
- Return of Southern control
- Industries come to the new South

Student Activities

- Find similarities between corruption which existed in the South and in the federal government during the Reconstruction period.
- List the changes which occurred in the South when federal troops were withdrawn.
- Discuss the development of tenant farming and sharecropping.
- Relate this system of agriculture to present-day problems of the South.

12. THE NEGRO IN THE RECONSTRUCTION PERIOD

References

- *Land of the Free,* pages 358, 363, 365-366
- *The Challenge of America,* pages 478-482, 497-504
- *Building the American Nation,* pages 458-463
- *Eyewitness,* pages 240-278, 280-286
- *Before the Mayflower,* pages 183-219
- *Resource Supplement,* pages 49-50

Content Stresses

- Racial prejudice weakens Southern Populist Party
- New laws oppress Southern Negroes

Student Activities

- Trace the "Jim Crow" laws back through the Black Codes, through the Slave Codes.
- Discuss the question: Has legislation brought an end to the practice of "Jim Crow" laws?
- Prepare short biographical sketches of the following people who served in government during the Reconstruction period. (*Land of the Free,* pages 365-366, may be used as a reference.)
    - Jonathan Wright
    - Jonathan C. Gibbs
    - Hiram Revels

- Blanche Bruce
- Francis Cardozo

13. EDUCATION FOR NEGROES

References

- *Land of the Free,* pages 355-356
- *The Challenge of America,* pages 505-509
- *Building the American Nation,* pages 467-468
- *Eyewitness,* pages 278-280
- *Before the Mayflower,* pages 183-190
- *Documents U.S.A.,* 5-E:1-2
- *Resource Supplement,* page 15, IV

Content Stress

- The Negro's struggle for education

Student Activities

- Research some of the black schools set up during Reconstruction. Are these schools still in existence?
- Discuss the progress of educational opportunities for Negroes.

EVALUATION

1. Given the following items, the student should match the right column with the column to the left by placing the letter of his choice on the line provided. He may use each item in the right column more than once.

c	Resulted in statehood for Maine.	a. Compromise of 1850
a	Ended the slave trade in Washington, D. C.	b. Dred Scott decision
a	Admitted California to the Union.	c. Missouri Compromise
c	Was repealed by another item on this list.	d. Kansas-Nebraska Act
b	Ruled that the Missouri Compromise was unconstitutional.	
c	Outlawed slavery north of 36° 30' north latitude in the Louisiana Territory.	
a	Promised strict enforcement of the Fugitive Slave Law.	
d	Was sponsored by Stephen A. Douglas.	
a	Was the work of Henry Clay.	

2. The student should base his answers to the following statements on the map below. If the statement is *true*, write the symbol + on the line. If the statement is *false*, write the symbol 0 on the line. If the information is *not given*, write the letter N on the line.

N All of the states south of the Mason-Dixon line seceded from the Union.

N South Carolina was the first Southern state to secede.

N All United States territories remained under federal control during the entire war.

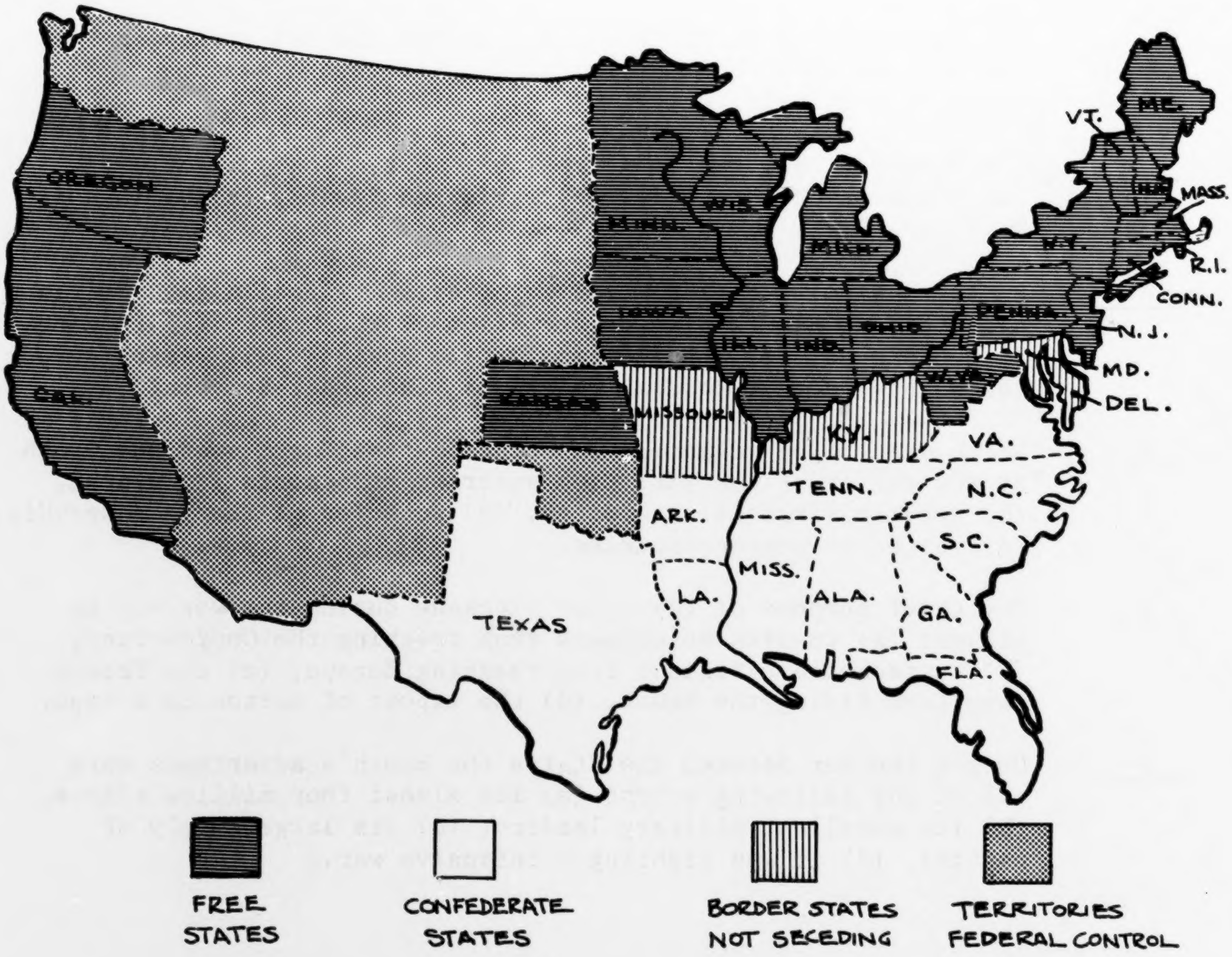
+ There were fewer states in the Confederacy than in the Union.

N The Union had more people than the Confederacy.

0 All of the states west of the Mississippi River remained in the Union.

+ There were more than twenty states fighting for the Union cause.

N The Union had many more advantages than the Confederacy in this war.


OREGON
CAL.
MINN.
WIS.
MICH.
IOWA
ILL.
IND.
OHIO
PENNA.
N.Y.
VT.
ME.
N.H.
MASS.
R.I.
CONN.
N.J.
MD.
DEL.
W.VA.
KANSAS
MISSOURI
KY.
VA.
TENN.
N.C.
ARK.
S.C.
MISS.
ALA.
LA.
GA.
TEXAS
FLA.
FREE STATES
CONFEDERATE STATES
BORDER STATES NOT SECEDING
TERRITORIES FEDERAL CONTROL

3. The student should write the letter indicating the best answer in the space provided.

a The meaning of the Dred Scott decision was that (a) Congress could not prohibit slavery in the territories, (b) only Congress could legislate to prohibit slavery in any part of the United States, (c) slavery could not be prohibited in any state, (d) the Fugitive Slave Law was unconstitutional.

a The man who declared "A house divided against itself cannot stand" was (a) Abraham Lincoln, (b) Stephen A. Douglas, (c) John Brown, (d) William H. Seward.

b The position of the Republican Party in 1860 was one that (a) favored the abolition of slavery throughout the United States, (b) opposed the extension of slavery into the new territories, (c) favored the doctrine of "popular sovereignty," (d) supported the Dred Scott decision.

d Prior to the Civil War, the Southern states attracted few immigrants because (a) these states had strict immigration laws, (b) transportation to the region was not developed, (c) farming was not attractive to the immigrants, (d) free men could not compete with slave labor.

a The immediate cause of the Civil War was the (a) attack on Fort Sumter, (b) Dred Scott decision, (c) Thirteenth Amendment, (d) Battle of Bull Run.

d The President and the Vice President of the Confederacy were (a) Breckenridge and Bell, (b) Davis and Seward, (c) Davis and Bell, (d) Davis and Stephens.

a At the beginning of the Civil War, President Lincoln regarded as his greatest aim the (a) preservation of the Union, (b) freeing of the slaves, (c) conciliation of the South at all costs, (d) maintenance of cordial relations with Great Britain.

c Which was *not* an advantage possessed by the North over the South at the outset of the War? (a) superior transportation system, (b) greater financial resources, (c) superior military leadership, (d) varied economic resources.

d The chief purpose of the Union blockade during the war was to prevent (a) English volunteers from reaching the Confederacy, (b) Confederate officials from reaching Europe, (c) the French navy from aiding the South, (d) the export of cotton to Europe.

c During the War Between the States the South's advantages were all of the following *except* (a) its almost four million slaves, (b) its excellent military leaders, (c) its large supply of capital, (d) it was fighting a defensive war.

c The Emancipation Proclamation of Abraham Lincoln (a) declared free all slaves in the Border states, (b) declared free all Northern slaves and prohibited compensation to the owner, (c) declared free all slaves in areas still in rebellion on January 1, 1863, (d) went into effect on January 1, 1864.

c Lincoln issued the Emancipation Proclamation for all of the following reasons *except* (a) he knew it would greatly hurt the South's war effort, (b) he felt it was a military necessity, (c) he no longer cared if the Border states joined the Confederacy, (d) he realized his action would probably win support in Britain and France.

d All of the following statements about black participation in the Civil War are *true except* (a) blacks were excluded for 1 1/2 years as an official government policy, (b) by the end of the war over 200,000 black soldiers had participated in the war, (c) the South's slaves were a major factor in its ability to hold out for four years, (d) because of black peoples' past history of aiding the nation in time of need, black men were readily accepted into the Army of the Union.

b All of the following were Northern military successes during the Civil War *except* (a) the blockade of Southern ports, (b) the battles of Bull Run and Chancellorsville, (c) the battles of Vicksburg and Gettysburg, (d) the campaigns of Sherman in Georgia and Grant in Virginia.

b All of the following were Southern military leaders in the Civil War *except* (a) Stonewall Jackson, (b) George Meade, (c) Robert E. Lee, (d) J. E. B. Stuart.

c President Lincoln's plan for Reconstruction was based on the theory that the Confederate states (a) were to be treated as territories, (b) could be readmitted to the Union by Congress only, (c) had never actually left the Union, (d) were to be occupied by Union forces for a period of twenty years.

b The amendment which freed the slaves was the (a) Twelfth, (b) Thirteenth, (c) Fourteenth, (d) Fifteenth.

c Lincoln's plan for Reconstruction included all of the following *except* (a) full pardons for Southerners who took the oath of allegiance, (b) exclusion of Confederate leaders from pardons, (c) military control of the South, (d) requirement that 10% of the voters of 1860 in a state take the oath of allegiance and draw up a new constitution before readmission to the Union.

b All of the following economic changes took place in the South after the Civil War *except* (a) the breakup of the plantation system, (b) the end of cotton growing, (c) the creation of the sharecropping system, (d) the growth of industry.

d The functions of the Freedmen's Bureau included (a) protection of freedmen, (b) helping freedmen toward self-support, (c) helping poverty-stricken white people, (d) all of these, (e) none of these.

d Which of the following provisions could be found in the Radical Republican congressional program for Reconstruction? (a) the South was divided into five military districts, (b) freedmen were given the right to vote and to hold office, (c) Southern states were required to ratify the Fourteenth Amendment, (d) all of these, (e) none of these.

b Southern blacks by mid-1866 would be the *least* likely to support which of these? (a) Freedmen's Bureau, (b) vagrancy laws, (c) Civil Rights Act, (d) "forty acres and a mule."

d The purpose of the Black Codes in the South during the very early part of Reconstruction was to (a) aid the carpetbaggers, (b) grant suffrage to Negroes, (c) prevent the exploitation of freedmen, (d) restrict the civil and political rights of blacks.

b "The Right of Citizens of the United States to vote shall not be denied or abridged by the United States or any state on account of race, color, or previous condition of servitude" is contained in the (a) Fourteenth Amendment, (b) Fifteenth Amendment, (c) Thirteenth Amendment, (d) none of these.

b "Nor shall any State deprive any person of life, liberty, or property without due process of law" is a statement found in which amendment? (a) Fifth, (b) Fourteenth, (c) Fifteenth, (d) Thirteenth.

b All of the following statements are true of the period in which the Reconstruction of the South took place (1865-1875) *except* (a) it was a period marked by nationwide corruption, (b) the governments in the Southern states were far more corrupt than in any other section of the nation, (c) the administration of President U. S. Grant was tainted by much corruption, (d) the Southern governments in which blacks participated accomplished many important reforms for the South.

b All of the following were accomplishments of the Reconstruction governments in which blacks participated *except* (a) the abolition of imprisonment for debt, (b) granting the right to vote to women, (c) the establishment of public school systems, (d) the improvement of the South's transportation systems.

b Reconstruction came to an end (a) at the beginning of Grant's first term, (b) in 1877, following the recall of federal troops by President Hayes, (c) immediately following the enactment of the Thirteenth Amendment, (d) only after a Democratic candidate was elected President.

4. The student must be made aware of his heritage. Include test items that measure his understanding of the achievements and contributions of individuals, some of whom are listed below.

SUGGESTED ORAL OR WRITTEN REPORTS

- Appomattox: Its Significance in the War
- Robert E. Lee as a Military Leader
- Jefferson Davis as a Political Leader
- U. S. Grant's Military Contribution to the North
- William T. Sherman: His March to the Sea (Scorched-Earth Policy)
- Stonewall Jackson: The Shenandoah Valley Campaign
- The Battle of Gettysburg
- Admiral Farragut's Forcing of the Entrance to the Mississippi River
- The Emancipation Proclamation
- John H. Lawson, William Carney, Frederick Douglass (What awards were given these men for their activities in the war? As Lincoln's adviser?)
- Black Codes: What Restrictions Did They Put on the Freedmen?
- Jim Crow Laws: Why Were They Enacted?
- Freedmen's Bureau: Its Purpose
- Ku Klux Klan: What Did Southern Whites Hope to Accomplish with This Secret Society?
- Scalawags: Why Were They Thought to Be Traitors to the South?
- Carpetbaggers: What Was Their Part in the Reconstruction Years?
- Andrew Johnson: The Impeachment of Andrew Johnson
- The Civil Rights Bill of 1875 (Report on the provisions of the bill and if the government enforced it.)
- The Compromise of 1877

*SUGGESTED AUDIO-VISUAL AIDS**

Films

The Civil War: Background Issue (1820-1860)	SM2 582.82	16 minutes
The Civil War: First Two Years	SM2 582.83	16 minutes
The Civil War: 1863-1865	SM2 582.84	16 minutes
The Civil War: Postwar Period	SM2 582.85	16 minutes

Filmstrips

The American Civil War	F 182.5	103 frames
A Nation Divided: Part I	F 182.45	(3 filmstrips)
A Nation Divided: Part II	F 182.46	(4 filmstrips)
Civil War (Folk Songs in American History)	SF 182.60	54 frames

Transparency

Reconstruction of the South After the Civil War	OT 782.9	

* Consult the audio-visual catalogs and supplement for additional aids.

UNIT VII. THE ECONOMY AND DEMOCRACY GROW, 1865-1917

In the second half of the nineteenth century profound changes in American life overcame and challenged traditional ways of thinking. At this time the vast technology of industrialism matured, calling for a concentration and combination of economic organization revolutionary in its impact on American life. The traditional image of free competition had to give way to planning and control. Were the new industrial giants conspiring to monopolize an immemorial scarcity, or were they a highly complex instrument to achieve economic growth beyond all previous experience? What would happen to individualism and individual promotion of private enterprise? As the new entrepreneurial class acquired vast fortunes, what would happen to the American dream of equal opportunity? How could the individual worker deal with corporate employers and their impersonal hierarchies? Should he organize and combine too? And how could new industrial cities, crowded beyond all earlier models, provide a healthy and safe communal life and an environment which would promote individual growth?

OBJECTIVES

- To discuss the nature and results of the economic growth of the period
- To describe the interrelation of technologic and economic development
- To discuss the problems of labor organization and poverty, minorities, urbanization
- To develop an awareness that social problems increased and became more complex
- To realize the constant necessity for reform
- To understand the individual's responsibility to make reform possible
- To explain the relationship between government and business
- To construct maps, graphs, and charts

LESSONS

1. LIFE ON THE PLAINS, PRAIRIE FARMING

References

- *Land of the Free,* pages 431-437
- *The Challenge of America,* pages 342-346, 535-544
- *Building the American Nation,* pages 471-474

- *Eyewitness*, pages 315-316
- *Documents U.S.A.*, 6-A:1-7

Content Stresses

- The agricultural revolution
- Loneliness of life on the prairies

Student Activities

- List the changes in agricultural techniques from 1780-1880. Draw illustrations of the new agricultural implements.
- Use the map on page 472 of *Building the American Nation* to trace the cattle drives.
- Indicate cities in existence today that grew up along these trails.
- Locate songs that were sung by cowboys of this period. If possible, sing a few.
- Discuss the equipment used by cowboys and how the names of this gear were adapted from the Spanish language.
- Explain how this equipment met the needs of the cowboy.
- Make a chart of man's use of the agricultural products of the plains.

2. STEEL

References

- *Land of the Free*, pages 377-378, 384, 400
- *The Challenge of America*, pages 515-520
- *Building the American Nation*, page 486

Content Stresses

- Steel, the basis of a modern industrial economy
- The steel industry in Pittsburgh and western Pennsylvania

Student Activities

- Study pictures of steel mills. If possible, visit a steel mill.
- Make a chart showing the iron- and steel-making process.
- Sing "John Henry." (See page 400 of *Land of the Free.)*
- Using a map of the United States, indicate the geographic reasons for Pittsburgh's rise as a steel center.
- List the improvements in industry, transportation, and agriculture made possible by "cheap steel."

3. OIL

References

- *Land of the Free*, pages 378-381
- *The Challenge of America*, pages 520-521

- *Building the American Nation,* pages 486-487

Content Stresses

- The oil boom in western Pennsylvania; labor migration to the oil fields
- Oil as a major economic factor in the twentieth century

Student Activities

- Field trip: Visit the Drake Museum which is located in Titusville, Pennsylvania.
- Construct a model of Edwin L. Drake's first oil well.
- Make a chart showing the products and uses of petroleum.
- Report on the recent problems in offshore oil drilling (California, Louisiana, Texas).
- Define monopoly. Explain how Rockefeller created a monopoly in the oil industry.

4. MINING

References

- *Land of the Free,* pages 395-398, 428-431
- *The Challenge of America,* pages 325-328
- *Building the American Nation,* page 474
- *Eyewitness,* pages 90-91

Content Stress

- Mining of coal, gold, and silver

Student Activities

- Field trip: Visit Bruceton Mine. A tour of an experimental mine is conducted by the Bureau of Mines at no cost.
- Locate songs about mining; e.g., "The Gerry Dancers," "I Went to Oak Hill and I Asked for a Job," "Sixteen Tons."
- Role play a miner and his family discussing the activities and problems of the day.
- Draw a map showing the chief areas of Pennsylvania in which coal is found. Indicate anthracite fields and bituminous fields.
- Dramatize life in a boom town in Colorado. Demonstrate or explain the various techniques used to extract gold. Create visuals.
- Report on current problems related to mining (water pollution, mine subsidence, strip mining, health and safety problems).

5. ELECTRICITY AND COMMUNICATIONS

References

- *Land of the Free,* pages 226, 385-388

- *The Challenge of America,* pages 521-523
- *Eyewitness,* pages 288-292, 300-301

Content Stresses

- The world's increased dependence upon electricity
- Communication makes the world grow smaller

Student Activities

- Write or give an oral report on Samuel F. B. Morse, Alexander G. Bell, Thomas Edison, Cyrus Field, Guglielmo Marconi, Lewis Latimer.
- List some items that use electric power.

6. AUTOMOBILES

References

- *Land of the Free,* pages 485, 542-543
- *The Challenge of America,* pages 526-529
- *Building the American Nation,* pages 555, 606-607, 613
- *Economics Readings,* pages 53-55

Content Stress

- The automobile revolutionizes American life

Student Activities

- Draw some of the first horseless carriages. Bring in individual collections of car models.
- Chart the major and supportive industries that developed because of the automobile industry.
- Explain and demonstrate the principles of an assembly line.
- Draw a car of the future. Explain the reasons for its construction.

7. RAILROADS

References

- *Land of the Free,* pages 388-389, 391, 436-442
- *The Challenge of America,* pages 523-526
- *Building the American Nation,* pages 402-403, 411, 451, 466-467, 477-480, 554
- *Eyewitness,* page 158
- *Economics Readings,* pages 32, 52

Content Stress

- Railroads draw the country together

Student Activities

- Construct a graph to illustrate railroad mileage in the United States. Explain the rise and decline of railroad mileage.
- List the inventions which made the railroads safer and more efficient.
- Discuss the role of the following in the railroad industry: government, immigrants, and the Negro.
- Relate the settling of the West to the growth of railroads.
- List the ways that railroads contributed to the economic growth of the country.

8. THE AIRPLANE

References

- *Land of the Free,* pages 543-546
- *The Challenge of America,* pages 527-531

Content Stresses

- Aviation has its beginnings in the United States
- Transformation of American transportation and communication
- Change in military strategy

Student Activities

- Report on early pioneer flyers.
- Trace the growth of the aviation industry within the United States.
- Trace the use of planes in military strategy.
- Use the chart on page 546 of *Land of the Free* as a basis of discussion concerning the changing transportation system in the United States.

9. ENTERPRISE

References

- *Land of the Free,* pages 388-392
- *The Challenge of America,* pages 544-546
- *Building the American Nation,* pages 485-488
- *Economics Readings,* pages 43-58

Content Stresses

- Attempts to expand economic controls through the development of monopolies
- Curbing of trusts

Student Activities

- Review the meaning and effects of monopolies and list the monopolies previously discussed (oil, bank, etc.).

- Discuss how trusts function. (See *The Challenge of America*, page 546.) Relate to John P. Morgan.
- Debate the topic: Resolved: That monopolies and trusts were detrimental to the American business community. Prepare a chart in which the beneficial and detrimental aspects are identified.

10. ORGANIZED LABOR

References

- *Land of the Free*, pages 394-410
- *The Challenge of America*, pages 557-572, 575
- *Building the American Nation*, pages 490-494
- *Eyewitness*, pages 293-299, 303-306

Content Stress

- Unionism helps the workingman to share in American prosperity

Student Activities

- Discuss the statement "There is dignity in all forms of human labor."
- Using the text and library references, write an essay explaining how the earliest effects of the industrial revolution denied this view of work.
- Imagine being a factory worker newly arrived from a rural area. Write letters to friends and representatives in government describing the living and working conditions in a mill.
- Prepare editorial cartoons such as might have appeared in a crusading newspaper demanding that the sweatshops be abolished.
- In a panel discussion, trace the rise of labor unions. Compare the Knights of Labor and the American Federation of Labor in terms of purpose, organization, appeal, tactics, and achievements.

11. PROBLEMS OF INDUSTRIALIZATION

References

- *Land of the Free*, pages 399-402
- *Building the American Nation*, pages 490-494
- *Resource Supplement*, pages 18-19, III

Content Stress

- Changes in American life as a result of industrialization

Student Activities

- Collect pictures showing the growth of industries.
- Make a layout of a city with emerging industries, perhaps showing a river, mill sites, workers' houses, commercial centers.
- Discuss the question: How can cities be planned rather than just emerge?

- Trace the growth of Pittsburgh from 1865 to 1917.

12. URBANIZATION AND SOCIAL PROBLEMS

References

- *Land of the Free,* pages 453-461
- *The Challenge of America,* pages 579-584
- *Building the American Nation,* pages 503-506
- *Eyewitness,* pages 339-340, 401

Content Stress

- The many social problems that urbanization creates

Student Activities

- Chart conditions and improvements of conditions concerning the following: child labor, Negro rights, immigrants, city health problems, and tenements.
- Write letters that members of a farm family which has recently moved to the city might have written. They should include a description of their new way of life, the reception they received when they first arrived in the city, their impressions of the city, their living quarters, etc.
- Prepare a map of a "dream city." The maps should illustrate a completely planned city. The business area, industry, housing, recreation, entertainment, schools, services, and shopping should be indicated.
- Contrast the advantages and disadvantages of city living.
- Compare the tempo of life in the city of 1900 with that in the city today. Introduce the term megalopolis.

13. GOVERNMENT REGULATES BIG BUSINESS

References

- *Land of the Free,* pages 389-390, 476
- *The Challenge of America,* pages 545-546
- *Building the American Nation,* page 488

Content Stresses

- The need for government controls to safeguard the American ideal of freedom of enterprise
- Federal legislation to control big business

Student Activities

- Create posters depicting the threat of business.
- List the legislation passed during this period, its provisions and its effectiveness. List the reasons for the success or failure of this legislation.
- What is a conglomerate?

14, 15. SOCIAL AND POLITICAL REFORM

References

- *Land of the Free,* pages 472-483, 484-489, 492-508
- *The Challenge of America,* pages 547, 601-608
- *Building the American Nation,* pages 540-544, 549-550
- *Eyewitness,* pages 337-340, 345-348

Content Stress

- The need for social and political reform

Student Activities

- Make speeches favoring a particular reform. Offer solutions to problems. Some problems that may be discussed are slums, penal and mental institutions, sanitation, public health, child labor, intemperance, political machines, graft, and corruption.
- Interview a member of a reform group and report to the class (example: the Civic Club of Allegheny County).

16. THE NEGRO'S STRUGGLE FOR POLITICAL, SOCIAL, AND ECONOMIC RIGHTS

References

- *Land of the Free,* pages 423-425
- *The Challenge of America,* pages 503-504, 604-605, 666
- *Building the American Nation,* pages 371-372, 464-468, 549
- *Eyewitness,* pages 333, 340-345, 348-358
- *Resource Supplement,* pages 18, I, 19, IV
- *The American Negro,* pages 22-24

Content Stresses

- White resistance to the Negro's struggle for equality
- Negro and white leadership

Student Activities

- Present individual reports on Negro leaders.
- Sketch cartoons tracing the life of Booker T. Washington.
- Role play a discussion indicating the philosophy of Booker T. Washington versus W. E. B. DuBois
- Report on the development of the NAACP.

17. NEGRO INVENTORS AND BUSINESSMEN

References

- *Eyewitness,* pages 287-293, 299-302
- *Resource Supplement,* pages 19, V, 20, VI
- *The American Negro,* pages 59-60

Content Stress

- Negro contributions to the American economic development

Student Activity

- Give individual reports to explain the importance of Negro inventors and businessmen such as Granville T. Woods (air brakes), Elijah McCoy (automatic machine lubricator), J. E. Matzeliger (shoe laster), Lewis Latimer, Madam C. J. Walker, Maggie Walker, Charles C. Spaulding.

18. THE FORGOTTEN INDIAN

References

- *Land of the Free*, pages 443-444
- *The Challenge of America*, pages 535-538
- *Building the American Nation*, pages 471-472
- *Eyewitness*, pages 326-328, 331
- *Before the Mayflower*, pages 268-270
- *Documents U.S.A.*, 6-B:1-7
- *Resource Supplement*, pages 32-33

Content Stresses

- Treatment of the Indians
- Intermixture with the Negro

Student Activities

- Construct a map designating where present-day Indian reservations are located.
- Report on the removal of the Indians from the Kinzua Dam area.
- Use *Eyewitness* to prepare a discussion on the relationship between the blacks and the Indians.

EVALUATION

1. The student should use the following terms and fill in the blanks.

a. Political boss
b. Muckrakers
c. Interstate Commerce Act
d. Pure Food and Drug Act
e. Sherman Anti-Trust Act
f. Progressives

c **Provided a commission to oversee railroads.**

e **Made monopolies illegal.**

b **Revealed corruption in government.**

d Provided for government inspection of medicines and canned meat.

f Worked for a strengthened government.

a Controlled a political machine.

2. The following people were important as inventors, businessmen, or worked for social improvement. They may be used as items in a matching test. They could also be used as multiple choice, fill-in, or other types of test items.

a.	Alexander Bell	Invented the telephone.
b.	Thomas Edison	Invented the phonograph and light bulb.
c.	Cyrus McCormick	Invented the reaper.
d.	George Westinghouse	Invented the air brake which improved railroad safety.
e.	Lewis Latimer	Worked in Edison's laboratory and invented a carbon filament for the Maxim electric lamp.
f.	Elijah McCoy	Invented an automatic lubricating cup for machinery.
g.	Wright Brothers	Made the first successful airplane flight.
h.	Edwin Drake	Drilled the first oil well.
i.	Samuel Morse	Invented the telegraph.
j.	Robert Fulton	Invented the first successful steamship.
k.	Charles Goodyear	Discovered a way to vulcanize rubber.
l.	Henry Ford	Pioneered in the use of mass production and the assembly line in automobile manufacture.
m.	Madam C. J. Walker	Developed cosmetics and hairdressing into a multimillion-dollar industry.
n.	J. P. Morgan	American banker who established transportation monopolies and arranged the formation of trusts.
o.	Andrew Carnegie	Pioneered in large-scale production of steel.

p.	John D. Rockefeller	Created a monopoly in oil by controlling the transport and refining of oil.
q.	Charles C. Spaulding	Founded the North Carolina Mutual Life Insurance Company.
r.	George Washington Carver	Scientist, inventor, and educator who found many ways to increase the use of farm products.
s.	Mary McLeod Bethune	Developed an eastern Florida primary school into a university.
t.	A. Philip Randolph	Organized the International Brotherhood of Sleeping Car Porters.
u.	Samuel Gompers	Built up a centralized strike fund for the cigar makers' union and felt the A.F.L. must do the same. Tried to win the support of public opinion.
v.	W. E. B. DuBois	Was a moving spirit in the NAACP.
w.	Jacob Riis	Newspaper writer who worked to improve slum conditions.
x.	Jane Addams	Founded Hull House.
y.	Booker T. Washington	Founded Tuskegee Institute to provide practical agricultural and industrial skills.

3. The student should list the way prairie farmers solved the following problems:

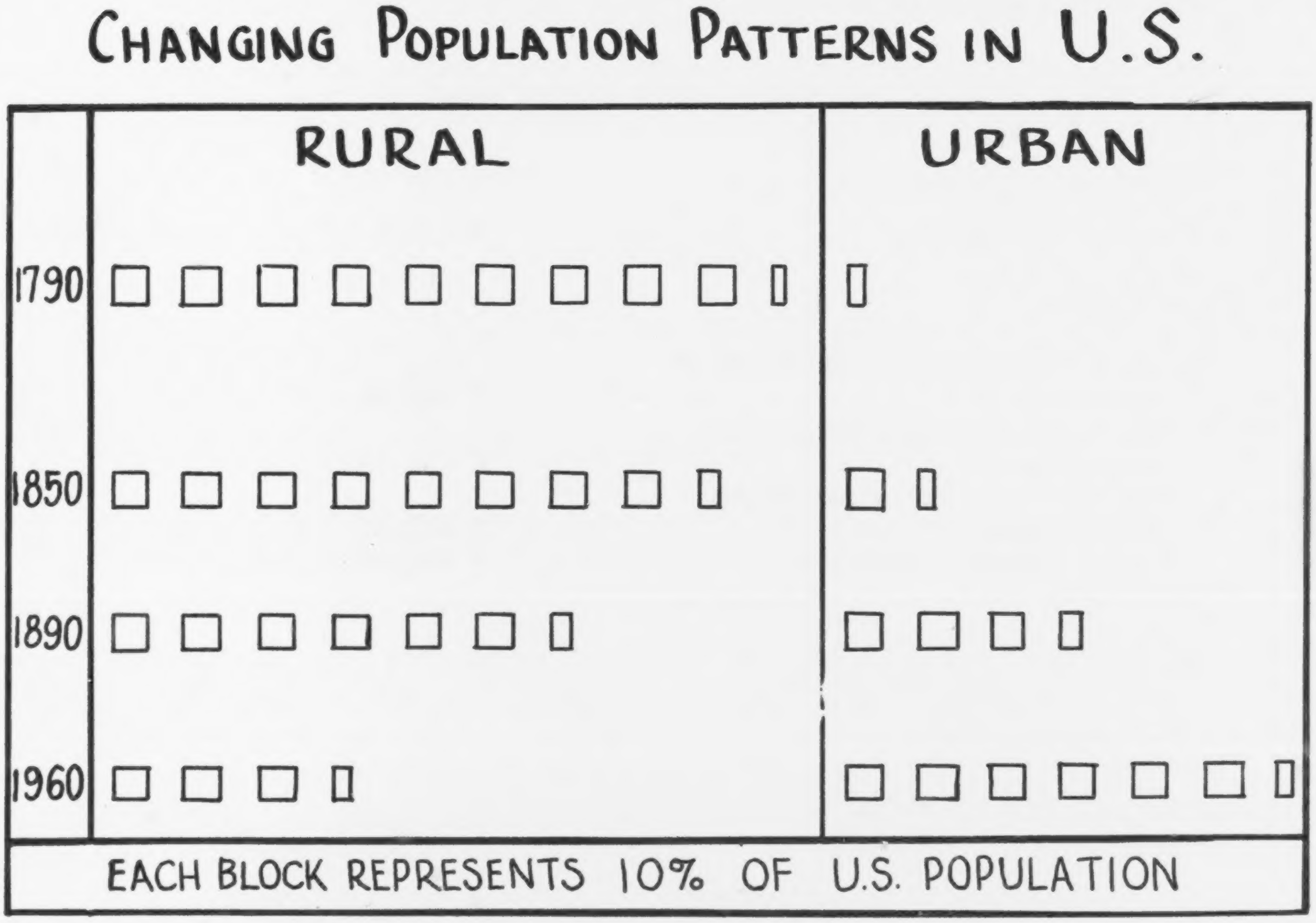
    a. Drought *(artesian wells and dry farming irrigation)*
    b. Windstorms *(wind breaks, storm cellars)*
    c. Deep sod *(steel plows)*
    d. Few trees for lumber *(sod houses)*

4. The student should define monopoly and trust and explain how they differ. Give an example of each. (Any answer indicating that a monopoly means one-company control of an industry should be considered correct. Any definition indicating that a trust means the combining of corporations to form giant businesses to eliminate competition could be considered correct.)

5. The student should state three geographic conditions that led to Pittsburgh's becoming an important steel center. (Water transportation, coal fields, availability of iron ore are acceptable answers.)

6. Using the chart below, the student should answer the following questions:

    a. In what year was the highest percentage of America's population farmers? *(1790)*
    b. In what year was the highest percentage of America's population city dwellers? *(1960)*
    c. What percentage of the population lived in the country in 1850? *(85%)*
    d. What percentage of the population lived in the cities in 1790? *(5%)*



SUGGESTIONS FOR ORAL OR WRITTEN REPORTS

- Steel, the Growth of an Industry
- The Oil Boom in Pennsylvania
- The Growth of the Coal Industry
- Automobiles Revolutionize American Life
- The Age of Railroads
- Control of Big Business
- The Spoils System
- Famous Inventors
- Boss Tweed and Tammany Hall
- Cyrus McCormick

- George Westinghouse
- Andrew Carnegie
- Standard Oil
- Theodore Roosevelt
- Ida Tarbell
- Susan B. Anthony
- Sam McClure
- Lincoln Steffens
- Upton Sinclair
- Frank Norris
- Edward Bellamy
- Elizabeth Cady Stanton

*SUGGESTED AUDIO-VISUAL AIDS**

Film

Andrew Carnegie	SM2 581.13	20 minutes

Filmstrips

Labor Problems and New Areas of Industry	F 182.66
New Inventions and Industrial Development	F 182.64
New Processes Aid Industrial Development	F 182.63
Social Changes 1865-1900	F 182.69

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* Consult the audio-visual catalogs and supplement for additional aids.

UNIT VIII. THE NATION TAKES A PART IN WORLD AFFAIRS AND IS CONFRONTED WITH DOMESTIC PROBLEMS, 1865-1930

When industrialization swept away the old order and constructed a new economy and a new society, it made the United States a world power rather than a second-rate power operating in isolation. The United States expanded into the Pacific, the Far East, and the Caribbean. Such developments demonstrated both a new power and responsibility in world affairs. By the beginning of World War I the United States was the most powerful nonbelligerent; however, it increasingly became a participant as an arsenal for the Allies, a procedure which led to active military intervention and the defeat of Germany. After the war the United States abandoned world leadership, signed international paper agreements but refused responsible commitment.

In this post-World War I period America returned to traditional internal interests and activities dominated by a consumer-oriented economic growth. Growing urbanism intensified rural-urban tensions and contributed to a widely held belief in a conspiracy on the part of immigrants, radicals, Catholics, and religious libertarians to undermine traditional rural American values.

OBJECTIVES

- To list and interpret the causes and results of United States participation in world affairs, 1865-1930
- To discuss the issues and policy with regard to immigration
- To list the causes and the nature of the prosperity of the 1920's
- To improve the interpretation of cartoons, pictures, and graphs
- To examine the problems of the intervention of the United States in foreign affairs
- To interpret the effects intolerance of minorities played on the lives of immigrants and Negroes

LESSONS

1. UNITED STATES PARTICIPATION IN ASIAN AFFAIRS

References

- *Land of the Free,* pages 515-516
- *The Challenge of America,* pages 617-618
- *Documents U.S.A.,* 7-A:11

Content Stress

- Open Door Policy

Student Activities

- Define the term imperialism.
- Review the traditional policies of the United States in its relations with foreign countries.
- Discuss why the Open Door Policy differed from the traditional foreign policy of the United States.

2. WAR WITH SPAIN

References

- *Land of the Free*, pages 517-519
- *The Challenge of America*, pages 619-623
- *Building the American Nation*, pages 535-538
- *Eyewitness*, pages 369-373
- *Documents U.S.A.*, 7-A:6
- *Resource Supplement*, page 21, I, A and B

Content Stresses

- The background of the Spanish-American War
- The war itself
- The role of the Negro in the Spanish-American War

Student Activities

- Write a newspaper article showing the characteristics of yellow journalism. (See *The Challenge of America*, page 620.)
- Discuss why the Spanish-American War was mostly a naval war.
- Research and report on the military and naval activities of the Negro in the Spanish-American War.
- Continue the time line.

3. UNITED STATES ACQUISITION OF OVERSEAS TERRITORIES

References

- *Land of the Free*, pages 519-520
- *The Challenge of America*, pages 623-630
- *Building the American Nation*, pages 538, 567-570
- *Eyewitness*, pages 372-373
- *Documents U.S.A.*, 7-A:14

Content Stresses

- Annexations in the Pacific
- Annexations in the West Indies

Student Activities

- Identify each territorial acquisition of this period on an outline map.
- Make a chart listing territories, when, how, and from whom acquired.

4. CHANGING FOREIGN POLICY

References

- *Land of the Free,* pages 521-524
- *The Challenge of America,* pages 624-635
- *Building the American Nation,* pages 572-576

Content Stresses

- Dictating to Latin America
- American involvement with Europe

Student Activities

- Research and present an oral report on the digging of the Panama Canal. Compare this with current proposals for constructing another canal in the same general area.
- Trace and report on the roots of current problems in United States relations with Latin America.
- Discuss how trade, communications, British control of the seas, and governmental philosophies affected United States relations with Europe.

5. IMMIGRATION AND THE GREAT MIGRATION*

References

- *Land of the Free,* pages 412-425
- *The Challenge of America,* pages 585-596, 667
- *Building the American Nation,* pages 617-620
- *Eyewitness,* pages 395-400
- *Resource Supplement,* page 18, II

Content Stresses

- The changing patterns of immigration
- Problems faced by immigrants
- Contributions made by immigrants
- Changing patterns of Negro life in America

* Teachers may wish to devote two days to this lesson.

Student Activities

- Use the graph on page 587 of *The Challenge of America* to demonstrate changing immigration patterns.
- Discuss the various problems (i.e., economic and social) faced by immigrants.
- Research immigration restrictions and report the findings to the class. The class should then form conclusions based on this information.
- Write a diary of an immigrant family's reaction to the New World.
- Discuss the reasons for and the effects of the Great Migration.

6. RESEARCH LESSON: WORLD WAR I

References

- Library resources

Content Stresses

- Causes of the war
- The war in Europe
- The reasons for the United States entry into the war
- The effect of the war on the home front

Student Activity

- Research one "Content Stress" in the library.

7. WAR BREAKS OUT IN EUROPE

References

- *Land of the Free*, pages 523-525
- *The Challenge of America*, pages 643-646
- *Building the American Nation*, pages 572-576

Content Stresses

- Causes of the war
- The war in Europe

Student Activities

- List the underlying causes of the war.
- Discuss the advantages and disadvantages of the Allied Powers and Central Powers in the war.
- Draw a map of Europe as it appeared before the war. (See *The Challenge of America*, page 645.)

8, 9. UNITED STATES PARTICIPATION IN WORLD WAR I

References

- *Land of the Free,* pages 525-527
- *The Challenge of America,* pages 647-655
- *Building the American Nation,* pages 576-589
- *Eyewitness,* pages 378-382
- *Before the Mayflower,* pages 289-293
- *Documents U.S.A.,* 7-D:1, 7-D:3, 7-D:7
- *Resource Supplement,* page 21, I, C and D
- *The American Negro,* pages 86-87

Content Stresses

- The reasons for the United States entry into the war
- The effect of the United States entry into the war
- The effect of the war on the home front
- The role of the Negro in the war
- The new methods of warfare
- The Allied offensive (significant battles)

Student Activities

- Write an evaluation of the United States reasons for entering the war.
- List the ways the war affected the home front and give the reasons why it was affected.
- Give the reasons why consumer goods were difficult to obtain.
- Discuss the economic and military contributions of the United States to the Allied cause.
- Describe new methods of warfare and their impact on the war and civilian life.
- List some of the military developments which were adapted to peacetime use.
- Display research work on the bulletin board dealing with the content stresses such as the role of the Negro in the war, the new methods of warfare,and the effect of war on the home front.

10. UNITED STATES REJECTION OF THE LEAGUE OF NATIONS

References

- *Land of the Free,* pages 527-529
- *The Challenge of America,* pages 655-661
- *Building the American Nation,* pages 591-594
- *Documents U.S.A.,* 7-D:11, 8-A:5, 8-A:7

Content Stresses

- Wilson's Fourteen Points
- The Treaty of Versailles
- The rejection of the League of Nations

Student Activities

- Compare Wilson's plan with the Treaty of Versailles.
- Simulate a debate that might have taken place in the Senate over the question of accepting or rejecting the League of Nations.
- List the reasons for acceptance or rejection of the League of Nations.
- Draw a map showing the boundary changes in Europe as a result of the Treaty of Versailles.
- Draw cartoons depicting the attitudes of the various representatives at the peace conference at Versailles and the attitudes of American political leaders to the League of Nations.

11. POSTWAR PROBLEMS

References

- *Land of the Free,* pages 533-540, 550-551
- *The Challenge of America,* pages 663-667
- *Eyewitness,* pages 395-401, 407-409
- *Before the Mayflower,* pages 293-299

Content Stresses

- Economic problems (farm, big business, labor, conservation)
- An era of intolerance

Student Activities

- Discuss the effects on a country changing from a wartime economy to a peacetime economy.
- Refer to the section on "Intolerance" in *Land of the Free,* pages 550-551.
- Discuss how each of the following names and events reflects an era of intolerance:
  - Race riots and lynchings
  - The Scopes trial
  - The Ku Klux Klan
  - Anti-immigration laws
  - The Sacco-Vanzetti trial
  - The Red Scare

12. PROSPERITY OF THE 1920's

References

- *Land of the Free,* pages 541-547
- *The Challenge of America,* pages 667-678
- *Eyewitness,* pages 415-416, 419-421
- *Before the Mayflower,* pages 295-299
- *Resource Supplement,* page 21, III
- *Economics Readings,* pages 53-55

Content Stresses

- The growth of new industries
- New forms of entertainment
- Prohibition leads to organized crime
- The Harlem "Renaissance"

Student Activities

- Make a chart showing the major new industries and industries developed because of them.
- Discuss why Prohibition led to organized crime.
- Play records of some of the early jazz musicians.
- Read some of the literary works of Negro writers in the 1920's. Discuss the works read in class.

EVALUATION

1. Using the cartoons on page 506 of *Land of the Free* as a reference, the student should answer the following questions:

    a. What attitude is reflected by the Statue of Liberty?
    b. What is the attitude of the two men with their backs to the statue?
    c. What immigration policy is implied by the cartoon?
    d. What contrast does the caption imply concerning the immigration policy of the United States?

2. From the following statements, the student should choose the item which best describes the Open Door Policy:

    c a. China will trade only with the United States.
    b. Foreign troops will keep order in Chinese ports.
    c. China will recognize all nations and permit equal trade in its country.

3. The student will complete the following multiple choice exercise, listing the letter of the item that best completes the statement or answers the question:

    Which of the following events lead to the outbreak of World War I in 1914?

    a a. Archduke Franz Ferdinand is assassinated.
    b. Germany declared war on the United States.
    c. German submarine attacks began.
    d. The *Lusitania* was sunk.

    Name the Allied nations at the beginning of World War I.

    c a. The United States, Italy, and Britain
    b. Germany, Italy, and Turkey
    c. Britain, France, and Russia

Which of the following events was most important in causing the United States involvement in World War I?

c a. The sinking of the *Lusitania*
b. The invasion of Ethiopia
c. German submarine warfare

Name the American Expeditionary Force Commander in Chief in World War I.

a a. Pershing
b. Lloyd George
c. Clemenceau
d. Stalin

Name the holiday celebrated each year which commemorates the signing of the Armistice.

b a. Memorial Day
b. Veterans Day
c. Labor Day
d. Independence Day

4. The student should make a brief statement on how the following situations contributed to the outbreak of war between the United States and Spain:

   a. Americans were losing money while Cuba was in rebellion.
   b. Yellow journalism exaggerated reports of Spanish cruelty in Cuba.
   c. The Spanish were believed to be responsible for the sinking of the *Maine*.

5. The student should examine the statements above and tell which one was the chief cause of the Spanish-American War. He should explain his answer. (Any intelligent answer indicating that the sinking of the *Maine* was a direct cause for the declaration of war on Spain is acceptable.)

6. The student should locate and label the following on an outline map:

   a. The Philippines
   b. Hawaii
   c. Cuba
   d. Puerto Rico
   e. Panama Canal
   f. Caribbean Sea

7. The student should list several reasons why immigrants chose to live in the cities. Any of the following is acceptable:

   a. More jobs were available in the cities.
   b. The cost of land in rural areas was high.
   c. Immigrants generally could not afford the expense of travel.

8. The student should list four successful Allied battles or offensives in which Americans took part in World War I. The following should be mentioned:

    a. Belleau Wood
    b. Château-Thierry
    c. Marne
    d. St. Mihiel

9. The student should name four terms of the Treaty of Versailles. (As an answer, accept any four terms of the treaty.)

10. The student should write a brief essay explaining why the League of Nations failed. (The teacher should use his judgment to determine the validity of the student's answer.)

11. The student should explain how each of the following names and events reflects an era of intolerance:

    a. The Scopes trial
    b. The Ku Klux Klan
    c. The Red Scare
    d. The Sacco-Vanzetti trial

    The teacher should use his judgment to determine the validity of the student's answer.

12. The teacher should prepare test items to provide an opportunity for students to show what they are able to do as a result of reports on the following list of personalities.

SUGGESTED ORAL OR WRITTEN REPORTS

- Commodore Matthew Perry's Trip to the Far East
- Accomplishments of William McKinley's Administration, Theodore Roosevelt's Administration, William H. Taft's Administration, Woodrow Wilson's Administration, Warren G. Harding's Administration, Calvin Coolidge's Administration
- William Randolph Hearst's Influence on Journalism
- The Filipino Insurrection
- Black Participation in the Spanish-American War
- The Pan American Union
- The Problems of Constructing the Panama Canal
- The Role of the Following People in the Negro's Struggle for Full Citizenship: William English Walling, Mary Ovington, William E. B. DuBois, William Monroe Trotter
- Black Participation in World War I
- Alvin York's Role in World War I
- The Accomplishments of "Black Jack" Pershing
- Causes and Effects of the Great Migration
- Robert Abbott's Contribution to Negro Journalism
- The Henry Cabot Lodge-Woodrow Wilson Controversy
- The Volstead Act: An Attempt at Legislating an American Habit

- Race Riots of the 1910's and 1920's
- Scandals in the Harding Administration
- Quotations from the Following Negro Writers and Poets of the Harlem "Renaissance" Period: Countee Cullen, James Weldon Johnson, Langston Hughes, Jean Toomer
- Silent Film Personalities: Rudolph Valentino, Clara Bow
- Clarence Darrow and William Jennings Bryan Reflect the Thinking of the Times
- The Atlantic Flight of Charles Lindbergh
- The Rebirth of the Ku Klux Klan
- The Progressive Movement
- William Borah
- Andrew Mellon
- Limitation of Naval Arms

*SUGGESTED AUDIO-VISUAL AIDS**

Films

The Panama Canal	SM2 574.42	11 minutes
Land of Liberty--Part IV	SM2 582.23	22 minutes
United States Expansion Overseas (1893-1917)	SM2 582.104	13 minutes
World War I (A Documentary on the Role of the U.S.A.)	SM 582.56	28 minutes
World War I: The Background	SM2 582.74	14 minutes
World War I: Building the Peace	SM 582.75	11 minutes
Screen News Digest (Immigration)	SM2 588.28	20 minutes

Filmstrips

Minorities Have Made America Great	
Germans	SF 189.11
Italians	SF 189.10
Irish	SF 189.12
Jews	SF 189.9
Negroes	SF 189.8

Transparency

World War I	OT 782.11

Records

How to Become an American Citizen	R 370.7
Woodrow Wilson's "Fourteen Points"	R 382.21

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* Consult the audio-visual catalogs and supplement for additional aids.

UNIT IX. THE NATION SUFFERS DEPRESSION AND WAR, 1930-1945

The Great Depression strained traditional assumptions about individualism, private enterprise, and communal power. Could Americans wait for the depression to work itself out? Were there emergencies that needed immediate attention from organized authority? How much responsibility must or should the government assume? The New Deal assumed that the depression was a challenge to the effectiveness of democratic government to act and to solve problems. A new governmental responsibility for economic health and growth emerged and developed, along with an increased emphasis on responsibility for social welfare.

Some industrial nations, strained by economic collapse, turned to totalitarianism to unify their people in pursuit of the dream of unlimited national power and glory. The resulting international anarchy led to the widespread devastation and mass killing of World War II and to the total military defeat of Germany, Japan, and Italy. The victors, the United States, the Soviet Union, and Great Britain, created the United Nations in an attempt to end international anarchy.

OBJECTIVES

- To explain the nature, effects, and possible causes of the depression of the 1930's
- To describe government efforts to combat the depression of the 1930's
- To list the causes and discuss the course of World War II
- To discuss the formation and aims of the United Nations

LESSONS

1. DEPRESSION IN THE UNITED STATES: CAUSES

References

- *Land of the Free,* pages 547-549
- *The Challenge of America,* pages 678-680, 699-701
- *Building the American Nation,* pages 630-633
- *Eyewitness,* pages 422-425

Content Stresses

- The rise of dictatorship in Europe
- The background causes of the depression in the United States

Student Activities

- Research and report on the rise of European dictatorships.
- Discuss how economic conditions in Germany and Italy contributed to the rise of dictatorships.
- Make a list of the major causes of the Great Depression.
- Discuss the sequence of depressions as listed on page 679 of *The Challenge of America.*

2. DEPRESSION IN THE UNITED STATES: EFFECTS

References

- *Land of the Free,* page 649
- *The Challenge of America,* pages 684-685
- *Building the American Nation,* pages 633-634
- *Before the Mayflower,* pages 299-303
- *Resource Supplement,* page 22, I

Content Stresses

- Economic effects
- Social effects
- Political effects

Student Activities

- Make a chart entitled "Effects of the Great Depression." Divide the chart into three columns using the headings: Economic, Social, and Political.
- Discuss life during the depression. Interview relatives who lived at that time.
- Discuss the reasons why the depression struck the farmer before it struck the rest of American society.
- Role play a Democratic candidate and a Republican candidate campaigning during the election of 1932.
- Research the effects of the depression on urban Negroes and rural Negroes.

3. CONTRAST THE 1920's AND THE 1930's

References

- *Land of the Free,* pages 541-549
- *The Challenge of America,* pages 671-693
- *Building the American Nation,* pages 651-652
- *Economics Readings,* pages 80-85

Content Stress

- Comparison of the prosperity of the 1920's and the depression of the 1930's

Student Activities

- Study and discuss the pictures in *The Challenge of America* on pages 672-673 and pages 684-685.
- Contrast the life of the Negro in the 1920's with his life in the 1930's. Draw conclusions.

4. GOVERNMENT ATTEMPTS TO COMBAT THE DEPRESSION

References

- *Land of the Free,* pages 553-560
- *The Challenge of America,* pages 680-688, 691-693
- *Building the American Nation,* pages 636-640
- *Eyewitness,* pages 425-433
- *Before the Mayflower,* pages 304-307
- *Documents U.S.A.,* 8-B:1, 8-C:1
- *Resource Supplement,* pages 22-23, II

Content Stress

- Franklin Roosevelt's New Deal

Student Activities

- Make a chart showing New Deal legislation, the group affected, and how the group was affected.
- Interpret the graph on page 559 of *Land of the Free.*
- Debate the pros and cons of government involvement in private enterprise as exemplified in TVA.

5. SOCIAL REFORM AND UNION GROWTH

References

- *Land of the Free,* pages 560-571
- *The Challenge of America,* pages 688-693
- *Building the American Nation,* pages 644-646
- *Eyewitness,* pages 435-444
- *Documents U.S.A.,* 8-B:9

Content Stresses

- Social security
- Advances by minorities
- Labor legislation and union growth

Student Activities

- List the types of people who were affected by social security legislation.
- Do research to show how social security has been expanded.
- Discuss the reasons why some minority groups made more advances than others.

- Contrast the weaknesses and strengths of a craft union and an industrial union.
- List New Deal labor legislation and the effects it had on labor and management.
- Have a panel discussion on the merits of the "strike" as a weapon of labor.

6. BACKGROUND OF WORLD WAR II

References

- *Land of the Free*, pages 579-580
- *The Challenge of America*, pages 699-705
- *Building the American Nation*, pages 656-660
- *Eyewitness*, pages 433-434
- *Documents U.S.A.*, 8-D:1

Content Stresses

- Reasons for the rise of dictators in Europe
- Japanese territorial expansion in the Far East
- German territorial expansion in Europe

Student Activities

- Continue the time line by showing Hitler's territorial conquests.
- Discuss Hitler's concept of a "master race."
- Read sections of *Mein Kampf* and make an oral report to the class.
- Explain how a small country like Japan was able to dominate other Far Eastern countries.

7. EARLY STAGES OF THE WAR AND UNITED STATES INVOLVEMENT

References

- *Land of the Free*, pages 579-580
- *The Challenge of America*, pages 705-709
- *Building the American Nation*, pages 662-666
- *Documents U.S.A.*, 8-D:6, 8-D:10

Content Stresses

- German conquest of Western Europe, Battle of Britain, African campaign
- German invasion of Russia
- Japanese attack Pearl Harbor
- United States entry into the war

Student Activities

- Discuss the German and Japanese plans for victory.
- Draw a map of Europe before Hitler's rise to power and one of Europe during the height of his power.

- Discuss the significance of some of the early battles of the war.
- Make a list of new weapons used in World War II and discuss their significance.
- Listen to a tape or recording of President Roosevelt's war message to Congress.

8. THE EFFECTS OF WORLD WAR II ON THE HOME FRONT

References

- *Land of the Free*, pages 580-585
- *The Challenge of America*, pages 711-712
- *Building the American Nation*, pages 668-675
- *Resource Supplement*, pages 23-24, III, A and B

Content Stresses

- Wartime economic and social adjustments
- Civilian involvement in the war effort
- Japanese Americans suffer injustices
- Role of the Negro on the home front

Student Activities

- Ask relatives how their lives were affected by World War II and report to the class.
- Research how the lives of Europeans were affected by World War II and report to the class.
- Contrast the effects of the war on Europeans and Americans.
- Contrast attitudes toward United States involvement in World War II with attitudes toward involvement in Vietnam today.
- Role play the attitude of a Japanese American on his internment in a detention camp.
- Make a list of new words and phrases that came about during the war.
- Research the role of Asa Philip Randolph in the issuance of Executive Order 8802 and the establishment of a Fair Employment Practices Committee.

9. VICTORY IN EUROPE AND THE PACIFIC

References

- *Land of the Free*, pages 581-591
- *The Challenge of America*, pages 711-722
- *Building the American Nation*, pages 674-678
- *Eyewitness*, pages 447-456, 465-468
- *Documents U.S.A.*, 8-E:11
- *Resource Supplement*, pages 23-24, III, C and D
- *The American Negro*, pages 86-87

Content Stresses

- Defeat of the Axis powers in Europe and Asia

- Role of the Negro in the armed forces

Student Activities

- List reasons why D-Day was a success.
- Use a map on page 715 of *The Challenge of America* to show the strategy used by the Allies to win the war in Europe.
- Discuss the significance of the Navy in the Pacific.
- Debate the question: Should the United States have used the atomic bomb against Japan?
- Continue the time line.

10. THE UNITED NATIONS*

References

- *Land of the Free*, pages 592, 601
- *The Challenge of America*, pages 722-724
- *Building the American Nation*, pages 680-682
- *Resource Supplement*, page 24, IV

Content Stresses

- History of the United Nations
- Structure of the United Nations
- Significance of the United Nations

Student Activities

- Refer to "Special Things to Do" on page 601 of *Land of the Free* for activity suggestions concerning the United Nations.
- Arrange a bulletin board display concerning the United Nations (member nations, their flags, structure chart, personalities, etc.).
- Write an essay on the effectiveness of the United Nations.

EVALUATION

1. The student should list at least four factors that brought about the depression. Any of the following answers should be considered correct:

    a. Overproduction
    b. Underconsumption
    c. Installment buying
    d. Decline in international trade
    e. Collapse of credit
    f. Purchase of stocks on margin
    g. The farm depression

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* Teachers may spend more than one lesson on the study of the United Nations.

   h. Banks made unsound loans
   i. European depression
   j. The business cycle

2. The student should be able to correctly fill in a chart headed: New Deal Legislation (Civilian Conservation Corps, Works Progress Administration, Agricultural Adjustment Act, Tennessee Valley Authority, National Labor Relations Board), Group Affected, How Affected. Any of the following answers should be considered correct. The teacher might have similar or additional answers.

New Deal Legislation	Group Affected	How Affected
CCC	Young men 18 to 20 Families of the young men	Gave unemployment relief at wages of $30 a month. Constructed erosion dams, planted trees, built roads.
WPA	Unemployed adults Musicians Artists Writers Actors	Gave unemployment relief work on highways, parks, playgrounds, sanitation projects, waterways, public buildings, presentation of plays, and remedial reading in schools.
AAA	Farmers	Established a broad plan of assisting farmers by reducing surplus farm crops and storing excess crops so as to maintain a high agricultural price level.
TVA	People in the Tennessee Valley	Federal plan for improving the navigability of the Tennessee River, as well as a plan for reforestation and flood control. Created employment and improved the standard of living of people in the Tennessee Valley.
NLRB	Union members	Granted labor the right to bargain collectively. The NLRB was given the task of preventing unfair labor practices.

3. Given the following list, the student should be able to identify the names and terms. Acceptable definitions follow:

a.	Socialism:	A theory or system of social organization in which the major industries and the communication and transportation facilities are owned, managed, or controlled by the government.
b.	Communism:	An economic system in which the means of production and distribution are owned, managed, or controlled by the government. The political system is usually a dictatorship.
c.	Fascism:	A system in which there is a combination of private ownership and a system of political dictatorship, with major restrictions upon individual political, economic, social, and religious freedom.
d.	Dictatorship:	A country in which one person or a group exercises absolute authority.
e.	Axis Powers:	The alliance combination in World War II whose major members were Germany, Italy, and Japan.
f.	Allied Powers:	The alliance combination in World War II whose major members were Great Britain, Russia, China, the United States, and France (until its defeat in 1940).
g.	Pearl Harbor:	The United States' most important Pacific naval base (Hawaii) on which the Japanese conducted a successful "sneak" attack (December 7, 1941) and caused the United States to enter World War II.
h.	Blitzkrieg:	A new type of warfare introduced by the Nazis which involved close coordination of air and land forces in a sudden lightning-like attack.
i.	D-Day:	The carefully prepared Allied invasion of Western Europe which began on June 6, 1944 at Normandy under the supreme command of General Dwight D. Eisenhower.
j.	Munich:	A city in Germany in which Prime Minister Chamberlain of England and Premier Daladier of France met with Hitler and Mussolini in 1938 and negotiated the Munich Pact. Hitler was "allowed" to take the Sudetenland, which was a part of Czechoslovakia.

k.	Appeasement:	Giving in a bit to an aggressor in the hope that he will eventually be satisfied enough to discontinue his agressions.
l.	Swastika:	The crosslike (cross with ends of the arms bent at right angles, all in the same direction) symbol of the Nazi Party.
m.	Kamikaze:	Name given to Japanese airplane pilots who were sent out on suicide missions.
n.	Maginot Line:	The French-built line of fortifications between France and Germany.
o.	*Mein Kampf* (My Struggles):	Book written by Hitler while he was in prison in which he explained his philosophy of life.
p.	Lend-Lease:	An act passed by Congress in March of 1941 which gave the President the power to "lend, lease, or exchange" any necessary war materials to help a country whose defense was deemed necessary to American defense.
q.	FEPC (Fair Employment Practices Committee):	A committee created by President Franklin D. Roosevelt to investigate and check job discrimination in the defense industry.
r.	Underground Movement:	Secret organizations formed in Axis-controlled Allied nations in order to fight for freedom using any means possible.

4. The student should indicate the correct chronological order of Group I and Group II by checking the appropriate listing.

Group I

a. Dictatorships rise in Italy and Germany.
b. Hitler invades Poland. *(1939)*
c. The Nazis invade France. *(1940)*
d. The Nazis invade Russia. *(June, 1941)*

The student should check the correct chronological listing.

_____ c,b,a,d
__✓__ a,b,c,d
_____ a,b,d,c

Group II

a. The Japanese attack Pearl Harbor. *(December, 1941)*
b. The Battle of the Bulge takes place. *(1944)*
c. Germany surrenders. *(May, 1945)*
d. Japan surrenders. *(August, 1945)*

__✓__ a,b,c,d
_____ a,b,d,c
_____ b,a,c,d

5. The student should state the major role of the following divisions of the United Nations:

a.	General Assembly:	The Assembly consists of all the members of the United Nations, each member having one vote. The Assembly admits new members, votes on the United Nations budget, makes recommendations concerning world peace and security, and promotes international cooperation.
b.	Security Council:	The council is made up of fifteen member nations. Five are permanent members (U.S., U.S.S.R., Great Britain, France, and Nationalist China). Ten are nonpermanent, elected for two-year terms by the Assembly, and chosen on a regional basis. The council has as its primary responsibility protecting world peace.
c.	Economic and Social Council:	The council is made up of twenty-seven members elected by the General Assembly. It tries to find solutions to international economic and social problems such as poverty, illiteracy, and disease.
d.	Secretariat:	The Secretariat is the permanent staff of the United Nations. It cares for the organization's day-to-day work. At its head is a Secretary-General appointed by the Assembly on the recommendation of the Security Council.
e.	International Court of Justice:	This is often called the World Court. It decides disputes between nations and gives advisory opinions on legal questions. It is made up of fifteen judges selected by the Assembly for nine-year terms.

6. Given the following list of multiple choice questions and statements, the student should select the choice which *best* completes the statement or answers the question. Place the letter of the choice of the correct answers on the line provided.

c By the passage of the Social Security Act of 1935, many people in the United States were guaranteed (a) free education through college, (b) free life insurance, (c) old-age benefits, (d) permanent jobs in many industries.

a Which New Deal agency was created to help young men who could not find jobs? (a) the Civilian Conservation Corps, (b) the Public Works Administration, (c) the Tennessee Valley Authority, (d) the Social Security Administration.

b All of the following agencies provided work for unemployed individuals *except* the (a) Public Works Administration, (b) Securities and Exchange Commission, (c) Civilian Conservation Corps, (d) Tennessee Valley Authority.

c All of the following are parts of the Social Security Act of 1935 *except* (a) old-age pensions, (b) old-age insurance, (c) sickness insurance, (d) unemployment insurance.

d The Tennessee Valley Authority provided for all of the following *except* (a) prevention of soil erosion, (b) manufacture of electric power, (c) improvement of navigation on inland rivers, (d) production of aluminum.

a The Supreme Commander of the Allied forces in Europe was General (a) Eisenhower, (b) MacArthur, (c) Patton, (d) Bradley.

d The first atomic bomb fell on the Japanese city of (a) Nagasaki, (b) Osaka, (c) Tokyo, (d) Hiroshima.

c "A day that will live in infamy" refers to the (a) signing of the Japanese peace treaty, (b) dropping of the first atomic bomb, (c) Japanese attack on Pearl Harbor, (d) ratification of the Atlantic Charter.

a New weapons and methods of warfare in World War II included all of the following *except* (a) trench warfare, (b) blitzkrieg, (c) flame throwers, (d) rocket launchers.

b The Office of Price Administration (OPA) performed all of the following functions *except* (a) controlling rents, (b) increasing production of war goods, (c) rationing goods, (d) limiting price increases.

c Most of the money raised by the United States during World War II came from (a) special taxes on luxuries, (b) borrowing, (c) income taxes, (d) tariffs.

d The Lend-Lease program (a) subsidized American farmers and manufacturers, (b) provided food and clothing for any nation at war, (c) supplied military equipment to any nation that needed it, (d) supplied needed war materials to any government resisting Hitler.

d The Axis included all of the following powers *except* (a) Japan, (b) Italy, (c) Germany, (d) Sweden.

b All of the following were examples of Axis aggression before World War II *except* the (a) Italian invasion of Ethiopia, (b) Polish attack on Germany, (c) Japanese invasion of Manchuria and China, (d) German march into the Rhineland.

c In the United Nations Security Council, the veto can be exercised by (a) the United States and the Soviet Union, (b) England, France, and Nationalist China, (c) all of these countries, (d) none of these countries.

c The United Nations is the successor to the (a) Hague Court, (b) Holy Alliance, (c) League of Nations, (d) League for International Peace.

c All members of the United Nations are equally represented in the (a) Security Council, (b) Economic and Social Council (c) General Assembly, (d) none of these.

7. The student should demonstrate that he is able to relate the achievements of great leaders to historical events. Construct test items from a selection of the following men and women:

   a. Franklin D. Roosevelt
   b. George Norris
   c. John L. Lewis
   d. A. Philip Randolph
   e. Dr. Charles Drew
   f. Eleanor Roosevelt
   g. Marian Anderson
   h. George C. Marshall
   i. Dwight D. Eisenhower
   j. Douglas MacArthur
   k. Harry S. Truman

SUGGESTED ORAL OR WRITTEN REPORTS

- Hitler's Plans for World Conquest
- Hitler's Persecution of the Jews
- Purposes of the CCC, AAA, TVA, WPA, PWA, NLRB

- Expansion of the Social Security System
- Time Line or Chart Dealing with Federal Labor Legislation
- Construction of a Transparency and Overlays Showing Japanese Territorial Expansion During World War II
- Rommel and the African Campaign
- Development of New Weapons of War by the Axis and Allied Powers
- The Leadership Role of Churchill in World War II
- Eisenhower's Contribution to the Allied Victory
- Explanation of MacArthur's Famous Statement, "I Shall Return"
- Important Naval Battles of World War II
- Contrast the Role of the Negro in World War I with His Treatment in World War II
- Contributions of Dr. Charles Drew
- Significant Contributions of the Following Negroes: Dorie Miller, Benjamin O. Davis, Sr., Benjamin O. Davis, Jr.
- The Role of the Negro Engineer Corps in World War II
- A History of the Growth of the United Nations
- United Nations Police Actions: Korea, the Middle East, the Congo
- Position Paper on the Effectiveness of the United Nations
- A Report on the Significant Agencies of the United Nations
- Contributors to Scientific and Technological Advances During This Period
- Dag Hammarskjold

*SUGGESTED AUDIO-VISUAL AIDS**

Films

World War II: 1939-1941	SM2 582.87	16 minutes
World War II: 1942-1945	SM2 582.88	16 minutes
World War II (Prologue, U.S.A.)	SM3 582.57	29 minutes
Screen News Digest (Depression Year)	SM2 588.19	20 minutes
Screen News Digest (Pearl Harbor)	SM2 588.36	20 minutes
Screen News Digest (The United Nations)	SM2 588.22	20 minutes
The United Nations in World Disputes	SM2 588.16	21 minutes
United Nations: Organization for Peace	SM2 588.17	21 minutes

Filmstrip

The United Nations Organization	F 188.0

Transparencies

World War II in Europe	OT 782.12
World War II with Japan	OT 782.13

Record

History of World War II	R 382.2

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* Consult the audio-visual catalogs and supplement for additional aids.

UNIT X. AMERICANS DEAL WITH ECONOMIC GROWTH, THE WAR ON POVERTY, CIVIL RIGHTS AND WORLD PROBLEMS, 1946-PRESENT

The year 1945 brought an end to World War II, but not an end to tension or conflict, either domestic or international. Economic growth has made the United States an affluent society, but has not eradicated poverty. Heavy consumption of goods by private persons has increased and is accepted, even valued. But how much of the gross national product the federal government shall take to rebuild cities, make pure the water and air, educate the young, bring full employment and give equal opportunity to minorities is debated. The federal government has moved to guarantee voting and other civil rights to Negroes and to end racial segregation in public schools.

The realignment of nations mainly into two huge power blocs--the free nations led by the United States, Communist nations by the Soviet Union--has kept the world in cold war and has produced two hot wars, Korea and Vietnam. The emergence of an aggressive Communist state on mainland China threatens to plunge the world into war. The fear of atomic annihilation is one factor which restrains the United States and the Soviet Union. Trouble persists in the Middle East. The United States continues to update policy in regard to the nations of Africa and Asia in an attempt to move them closer to the United States position.

OBJECTIVES

- To interpret cartoons accurately
- To discuss post-World War II and contemporary world and national problems using factual information to defend conclusions

LESSONS

1. PRESIDENT TRUMAN'S LEADERSHIP

References

- *Land of the Free,* pages 593-595
- *The Challenge of America,* pages 726-732
- *Building the American Nation,* pages 686-691
- *Eyewitness,* pages 460-461, 471-472

Content Stress

- Results of World War II: Prosperity; new international responsibilities of the U.S.A.

Student Activities

- Discuss the major parties in the campaign and election of November, 1948. Draw a map illustrating the results of the election.
- List the ways President Truman aimed to control inflation.
- Given the following information, construct a chart or a graph. From this information, give explanations for the fluctuation in prices.

Product	1940	1945	1950	1969
Pork sausage	19¢ lb.	39¢ lb.	39¢ lb.	69¢ lb.
Wieners	23¢ lb.	35¢ lb.	50¢ lb.	79¢ lb.
Bread	10¢ loaf	13¢ loaf	19¢ loaf	35¢ loaf
Bacon	15¢ lb.	40¢ lb.	45¢ lb.	79¢ lb.
Oranges	29¢ doz.	49¢ doz.	43¢ doz.	69¢ doz.
Eggs	24¢ doz.	45¢ doz.	47¢ doz.	59¢ doz.
Coffee	19¢ lb.	24¢ lb.	79¢ lb.	61¢ lb.

3. UNITED STATES REACTION TO COMMUNIST EXPANSION IN ASIA

References

- *Land of the Free,* pages 595-597
- *The Challenge of America,* pages 757-761, 773-777
- *Documents U.S.A.,* 9-A:8
- *The American Negro,* pages 87-89

Content Stresses

- Japan's restoration: U.S.A. involvement
- The two Chinas: Nationalist and Communist
- The Korean War

Student Activities

- Draw a map indicating Communist and United Nations advancements during the Korean War. Include the farthest Communist and farthest United Nations advances and the truce line.
- Debate: Resolved: That President Truman should have dismissed General MacArthur.
- Draw a map of the United States-held Trust Territories of the Pacific.

4. A PANIC ABOUT SECURITY AND SENATOR McCARTHY

References

- *Land of the Free,* pages 610-612
- *The Challenge of America,* page 730

Content Stress

- The threat of losing American democratic values

Student Activity

- Role play a Senate subcommittee hearing conducted by Senator McCarthy. Emphasize the constitutional rights which were violated. Illustrate the techniques used to do this.

5. PRESIDENT EISENHOWER'S LEADERSHIP

References

- *Land of the Free,* pages 594-598
- *The Challenge of America,* pages 730-732
- *Eyewitness,* pages 465-466
- *Documents U.S.A.,* 9-C:1, 9-C:5

Content Stress

- Eisenhower as a moderate and a patriotic administrator

Student Activities

- Write a brief biography of Dwight Eisenhower.
- List the reasons why Eisenhower was such a popular President.

6. PRESIDENT KENNEDY'S LEADERSHIP

References

- *Land of the Free,* pages 598-599, 602-605
- *The Challenge of America,* pages 732-736
- *Before the Mayflower,* pages 344-346
- *Documents U.S.A.,* 9-D:1, 9-D:4

Content Stresses

- The Peace Corps
- The intellectuals in the Kennedy administration
- The Cuban missile crisis

Student Activities

- Prepare a report on the life of President Kennedy.
- Interview a former member of the Peace Corps and report to the class.
- Locate some of the speeches made by President Kennedy and read and discuss them in class; for example, the Cuban missile crisis speech.
- Interpret the phrase taken from John F. Kennedy's Inaugural Address: "And so, my fellow Americans, ask not what your country can do for you; ask what you can do for your country." List the ways young citizens can serve their nation.

7. KNOWLEDGE AS A KEY TO THE FUTURE

References

- *Land of the Free,* pages 606-610
- *The Challenge of America,* pages 748-752, 769
- *The American Negro,* pages 94-100

Content Stresses

- United States military power
- Scientific knowledge has not yet solved the social problems
- Social problems grow despite the growth of scientific knowledge

Student Activities

- In panel discussion, present a variety of ways in which atomic energy has affected the United States and the world.
- Invite a resource person to discuss the new modes of advanced communication.
- Arrange a bulletin board display of man's most recent achievements in space.
- Discuss the modern United States defense programs.
- Take a field trip to a bank or other place of business using computers.

8. EXPANSION OF CIVIL RIGHTS

References

- *Land of the Free,* pages 612-617
- *The Challenge of America,* pages 737-748
- *Eyewitness,* pages 472-494
- *Before the Mayflower,* pages 327-355
- *Documents U.S.A.*, 9-B:1, 9-B:5, 9-B:9, 9-B:13, 9-E:1
- *Resource Supplement,* page 53
- *The American Negro,* pages 101-118
- Current newspapers and periodicals

Content Stresses

- Current Negro protests
- Student unrest

Student Activities

- Develop a time line describing significant developments in the Negro's struggle for equal rights.
- Discuss why the Thirteenth, Fourteenth, and Fifteenth amendments did not solve social, economic, and political problems.
- Describe and attempt to explain a given student protest.
- Discuss possible causes and techniques.
- Discuss the role of the administration, the student, the police, and the citizens in violent student demonstrations.

9. PROBLEMS IN ASIA FROM 1953*

References

- *The Challenge of America,* pages 775-777
- Current newspapers
- Library periodicals

Content Stresses

- The continued stalemate in Korea
- Vietnam
- United States relations with Asian countries
- The U.S.S.R. in the Far East
- Communist China
- Nationalist and Communist China
- Renewal of defense installation treaty with Japan
- The mandated former Japanese islands
- The Philippines-United States relationship

Student Activities

- Report on each of the above subjects using newspapers and magazines.

10. UNITED STATES INTEREST IN THE MIDDLE EAST, AFRICA, AND EUROPE

References

- *The Challenge of America,* pages 777-784
- Library periodicals
- Current newspapers

Content Stresses

- Israeli-Arab conflict
- United States aid to developing countries
- *Apartheid* in South Africa
- NATO, including Canada

Student Activities

- On an outline map(s), fill in the countries of the Near East and Africa.
- On an outline map, fill in the countries that belong to NATO.
- List the types of aid the United States provided for developing countries.
- Make a comparison chart of the civil rights of the Negro in the United States and in the Republic of South Africa.

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* Two or three days may be spent on this lesson.

11. PRESIDENT JOHNSON'S LEADERSHIP

References

- *Land of the Free,* pages 616-619
- *The Challenge of America,* pages 734-739
- *Eyewitness,* pages 482-484, 513-514
- *Before the Mayflower,* pages 352-354
- *Documents U.S.A.,* 9-E:8
- Current periodicals

Content Stresses

- War on poverty
- Civil rights
- War in Vietnam and public opposition

Student Activities

- List and describe several of the federal government's attempts to combat poverty and unemployment.
- Role play some of the significant incidents in the life of Martin Luther King, Jr., in his drive for equality for the Negro in America. Read and discuss one or two of his speeches.
- Discuss the following: Is the United States doing more good than harm in Vietnam? Why is the Vietnamese war unpopular with a large segment of the American people?

12. PRESIDENT NIXON'S LEADERSHIP

References

- Current newspapers and periodicals

Content Stresses

- Popular reaction against the war in Vietnam
- Efficiency in government
- Continued Negro and student protest

Student Activities

- Name the members of President Nixon's cabinet and list their duties.
- Give a brief talk on: How Has President Nixon Tried to Stop the War in Vietnam?
- Write a paragraph pointing out possible similarities among the following groups: hippies, anti-war protesters, student protesters, narcotics users, mod and other new-fad dressers.
- Collect and exhibit newspaper articles dealing with one aspect of the present administration's policies such as defense, the space program, welfare, education, etc.

13. PENNSYLVANIA SINCE WORLD WAR II*

References

- Library sources

Content Stresses

- Pittsburgh Renaissance
- Pollution: air and water
- Urban redevelopment
- Flood control
- New industries
- Pittsburgh, an art center
- A pluralistic society

Student Activities

- Name the colleges and universities in Allegheny County giving the dates when each was founded.
- Sing songs of immigrant groups in this area.
- Bring foods and handicraft, including clothing, of various ethnic backgrounds common in this area to class.
- Discuss the question: Why was smoke control a major concern of the Renaissance of Pittsburgh?
- In a panel discussion, present current redevelopment projects in Pittsburgh today.

EVALUATION

Note: The study of current events is an integral part of United States history; however, the nature of this study makes it impossible to include an evaluation of current events in the course of study. The teacher should construct an evaluation dealing with contemporary events. The following questions are only examples of the type of questions which could be asked. For this reason, answers have not been provided.

1. Given two cartoons, one involving domestic problems and the other international problems, the student should be asked the following:

   a. What is happening in the cartoon?
   b. What is the significance of the caption?
   c. State in a few words what the cartoonist is trying to say.

* This lesson may be used as a library activity. Notify the school librarian to select books and brochures dealing with this topic. This lesson would involve the children searching for information. Reports should be shared with the class.

2. The student should indicate whether each of the following is *true* or *false*:

_____ Flights by Apollo spaceships have carried Americans to and around the moon.

_____ Edward Brooke of Massachusetts was elected as the first Negro Senator since Reconstruction.

_____ Many of the student protesters favored continuation of the war in Vietnam.

_____ The Progressive Party won the United States national election in 1948.

_____ James Hoffa was Attorney General of the United States.

_____ The Warren court stood for school integration and civil rights for the Negro.

_____ President Johnson's ordering of a complete bombing halt in November, 1968, was based on an understanding that the Viet Cong would make a complete break with North Vietnam.

_____ Japan's status as one of the leading industrial powers in the world is founded on its trade with mainland China.

_____ An American spy ship, the *Pueblo*, and her crew were hijacked by the North Koreans.

3. The student should place to the left the letter corresponding to the correct answer:

_____ The five permanent members of the United Nations Security Council are France, U.S.S.R., Great Britain, Nationalist China, and (a) Japan, (b) Czechoslavakia, (c) U.S.A.

_____ The Senator who led an investigative subcommittee to discover Communists in the government was (a) Wayne Morse, (b) Joseph McCarthy, (c) A. B. ("Happy") Chandler, (d) Joseph Clark.

_____ The Vice President elected in 1968 was (a) Spiro Agnew, (b) Hubert Humphrey, (c) Richard Nixon.

_____ A leading Senator from Pennsylvania is (a) Edward Kennedy, (b) Hugh Scott, (c) Mike Mansfield.

_____ The Prime Minister of Great Britain in the 1960's has been (a) David Lloyd George, (b) Gamal Abdel Nasser, (c) Harold Wilson, (d) Winston Churchill.

_____ A recently elected Prime Minister of Canada is (a) Pierre Trudeau, (b) Charles de Gaulle, (c) Harold Macmillan.

_____ The first American astronaut to orbit the earth on a solo flight was (a) John Glenn, (b) Gus Grissom, (c) Frank Borman.

_____ The head of the Southern Christian Leadership Conference following the assassination of Martin Luther King, Jr., is (a) James Farmer, (b) Adam Clayton Powell, (c) Ralph Abernathy.

_____ The first Negro member of the United States Supreme Court was (a) Thurgood Marshall, (b) Carl Stokes, (c) Ralph Bunche, (d) Martin Luther King, Jr.

4. The student should be able to discuss the achievements of leading contributors to the United States heritage in the past twenty years. Construct test items that include leaders in all fields including politics, education, research, civil rights, the arts, space, and the armed forces.

SUGGESTED ORAL OR WRITTEN REPORTS

- Ernest Hemingway
- Dean Rusk
- Adlai Stevenson
- Langston Hughes
- James Farmer
- Thurgood Marshall
- Robert Kennedy
- Martin Luther King, Jr.
- Pearl S. Buck
- Philip Murray
- Neil Armstrong
- Eugene McCarthy
- Hubert Humphrey
- Earl Warren
- Robert Goddard
- Rachael Carson
- John Steinbeck
- Dr. Jonas Salk
- Ralph Bunche

*SUGGESTED AUDIO-VISUAL AIDS**

Films

Gateway to the Future	SM 584.5	7 minutes
New Highlights of the Pittsburgh District During the Last Seventy-five Years	SM3 584.4	30 minutes
Pittsburgh Holiday	SM2 584.7	20 minutes
Screen News Digest (Russian Missile Bases in Cuba)	SM2 588.48	20 minutes
Screen News Digest (A Presidential Inauguration)	SM2 588.41	20 minutes
Screen News Digest (John F. Kennedy)	SM2 588.23	20 minutes
Screen News Digest (Latin America)	SM2 588.39	20 minutes
Screen News Digest (Fidel Castro)	SM2 588.31	20 minutes

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* Consult the audio-visual catalogs and supplement for additional aids.

Screen News Digest (Geminis 7 and 6)	SM2 588.32	20 minutes
Screen News Digest (Lyndon Baines Johnson)	SM2 588.24	20 minutes
Tropical Africa	SM3 558.19	29 minutes

Filmstrips

Geography of Pennsylvania	F 184.3
History of Pennsylvania: Set I	F 184.4
History of Pennsylvania: Set II	F 184.5
History of Pennsylvania: Set III	F 184.6